

**American Reinvestment and Recovery Act
(ARRA)
School Improvement Grant (SIG)
Section 1003(g)
Cohort 2009–10**

**Request for Applications
(RFA)**

**Applications must be received by the
California Department of Education (CDE)
no later than 4 p.m. on July 2, 2010**

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833

<http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>



SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

_____ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

_____ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

_____ Form 3 Narrative Response

_____ Form 4a LEA Projected Budget

_____ Form 4b School Projected Budget

_____ Form 5a LEA Budget Narrative

_____ Form 5b School Budget Narrative

_____ Form 6 General Assurances
 Drug Free Workplace Certification
 Lobbying Certification
 Debarment and Suspension Certification

_____ Form 7 Sub-grant Conditions and Assurances (three pages)

_____ Form 8 Waivers Requested

_____ Form 9 Schools to Be Served Chart

_____ Form 10 Implementation Chart for a Tier I or Tier II School

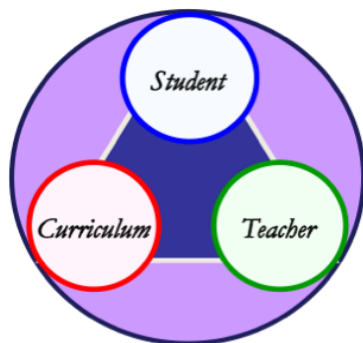
_____ Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 3: Narrative Response

i. Needs Analysis

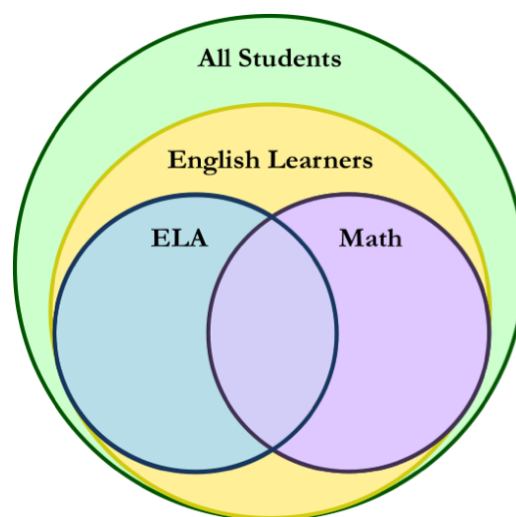
Introduction

Over the past several months, OUSD has worked with the five schools designated as “persistently low achieving,” along with their respective communities, to determine the most effective strategies for accelerating the improvement of these schools. After careful consideration of all the options, and recognizing the unique character of each school, we are adopting a differentiated approach to school improvement. We will close one of the schools, we will adopt a *Transformation* model for two of the schools, and we will continue with existing reform strategies at two of the schools.



School	Model
Explore College Prep	Closure
Elmhurst Community Prep (ECP)	Transformation
United for Success Academy (UfS)	Transformation
Alliance Academy	Continue with Existing Strategies
Roots International Academy	Continue with Existing Strategies

After a thorough needs analysis—described in more detail below—we determined that the two *Transformation* schools needed to focus on improving instruction for their students who are English Language learners (ELs). Our plan is to significantly enhance the ability of all teachers to address the needs of ELs, with a particular focus on English Language Arts (ELA) and math. This focus will allow the schools and the district to align and concentrate their resources, and will enable teachers to embrace the reforms without being overwhelmed by competing initiatives. A coherent and focused plan will also facilitate our engagement with the community and partner organizations, as we seek additional resources and support for the key strategies.



The transformation plans for these two schools encompass, and expand upon, the three core components of effective instruction: students, teachers, and the curriculum.

Students' experiences will significantly change next year: they will be in school longer; they will interact with more adults in their environment; and they will each develop,

monitor, and receive feedback on individual learning goals. Teachers' practices at the schools will also change: they will regularly engage in collaborative inquiry around student achievement; they will differentiate their instruction to meet the unique needs of all students, especially English learners; and they will coordinate student support efforts across classes and in conjunction with integrated extended-day programs. The curriculum will be substantially revised: teachers will develop, implement, and evaluate curricula specifically designed to support English learners; intervention programs—integrated into, and supplementing core classes—will reinforce and extend the curriculum; and the curriculum will be expertly aligned within and across grades, addressing the California state standards, while recognizing the unique context of each school.

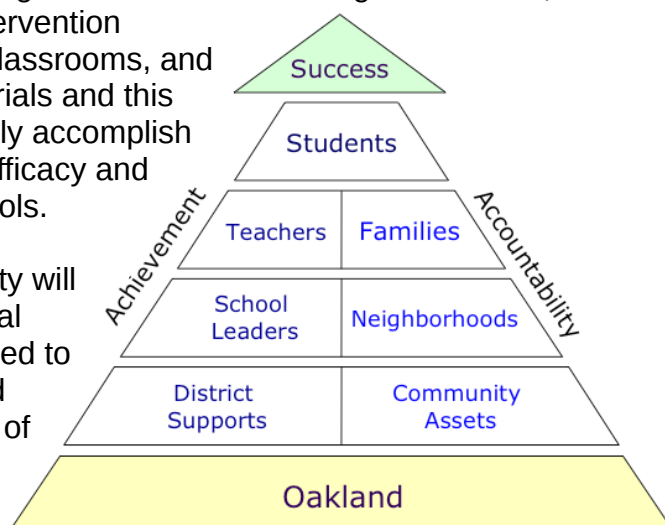
Teachers at these transformation schools are committed to enacting the changes necessary to ensure the success of each of their students. However, the teaching environments at these two schools have not traditionally supported this relentless focus on student learning; therefore, we will institute a number of changes that will enable and encourage teachers to consistently engage in quality teaching.

First, we will recognize teachers' need to learn from one another by providing remuneration for summer planning retreats and weekly extended collaboration time. By honoring the collaborative nature of the teaching profession, we will increase teachers' instructional capacity as well as provide an incentive for teachers to remain at their schools.

Second, we will temporarily expand the leadership team and increase the number of coaches at each site—to both build teachers' instructional capacity and facilitate cohesion across the schools and with the district. This robust level of support will also enhance teachers' sense of professionalism and encourage them to sustain their dedication to their schools.

Third, we will provide additional instructional materials to support teachers as they shift their practice, in particular differentiating their instruction for English learners; these materials include computer-based intervention programs, books and computers for classrooms, and laptops for each teacher. These materials and this equipment will allow teacher to expertly accomplish their work, increasing their sense of efficacy and consequent commitment to their schools.

The focus on improved teaching quality will be supported by a high quality principal and leadership team who are committed to continuous program improvement and individualized, intensive development of each teacher. The leadership team at each school will be provided with



resources to engage in extended inquiry and planning during the summer and across the school year. Each leadership team will be supported by a specialized leadership coach, they will participate in a small cohort of schools with similar needs, and they will be nurtured, guided, and supervised by a Network Executive Officer (NExO).

In addition to an expanded leadership team, each school will have several coaches supporting the learning of ELs across the subject areas, concentrating on ELA and math. This group of coaches, along with the principal and assistant principal, will form the instructional support team at each school. Each school's instructional support team will engage in three sets of activities. One, they will set short-term goals for the school, monitor their progress toward those goals, and adjust the school's programs and practices accordingly. Two, they will coordinate their efforts to ensure that each teacher is receiving the type and level of support that will most effectively enhance his or her teaching. And three, they will regularly review and revise the transformation plans, interfacing with central office personnel to ensure that they are receiving the requisite amount of support, guidance, and oversight.

While an intensive focus on enhanced classroom instruction is the core of our plan, we know that it will not be successful without changes to the school and district systems that guide, support, and provide accountability around instruction. OUSD already has some of these support systems in place, and will refine these, as well as develop new systems, during the initial phase of this grant. OUSD schools have significant autonomy regarding budget and staffing decisions; this autonomy will be critical for making some of the changes that are central to this grant. The district is developing sophisticated systems for identifying, recruiting, and retaining high quality teachers and will utilize this system to ensure placement of high quality teachers at each of the transformation schools. Finally, the district's teacher evaluation policy provides ample opportunities for observation and feedback, and allows for the use of student achievement data as part of the evaluation process. We are working with the teachers' union to bolster the use of student data within our evaluation system.

Each of these schools is located in a vibrant and unique neighborhood, and we recognize the critical importance that families and the broader community play in the education of each child in these neighborhoods. Consequently, we have built into the transformation plans substantial resources for enlisting families in the collective education of their children, and for harnessing community resources to both support the schools and hold them accountable for students' success.

The strategies developed and refined at each of these transformation schools will be shared between the two schools and those that prove particularly effective will ultimately be incorporated into schools across the district. These schools will therefore serve as pilot sites for each of the strategies developed as part of this plan; the additional resources will encourage innovative thinking, and enable a modicum of risk-taking that is not possible within schools with scarce resources.

Assessment Instruments Used

OUSD employs a comprehensive, ongoing, and multi-pronged assessment program for its schools, staff, and students, as follows. These assessment instruments were integral pieces of the SIG needs assessments conducted at each school and by district personnel:

California Standards Tests (CST) measure the achievement of California content standards in English-language arts, mathematics, science, and history-social science (for grades two through eleven). These test scores are aligned with OUSD district benchmark tests and are used to evaluate student progress on standards-based instruction.

California English Language Development Test (CELDT) is used to identify students who are limited English proficient and to determine the level of English language proficiency. The test is also used to assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

OUSD Benchmark Testing: Teachers administer this standards-based common assessment four times per year in Math, three times per year in English Language Arts, and two times per year in both Science and World Languages. These benchmark assessments are designed:

- To provide teachers, principals, and other stakeholders with timely and relevant information about students' learning so that they may strengthen and enhance specific areas of instruction.
- To expose students to grade-level standards and high levels of academic rigor and provide real-life test-taking experiences so that they feel prepared to succeed on the CST.

Use Your Voice Survey: This annual survey is given to teachers, other staff, students, and parents at every school in Oakland. The survey assesses in detail satisfaction with the overall performance of the school as well as with many aspects of instruction, staff satisfaction, family and community involvement, safety, staff performance, and district strategy.

School Walkthroughs: NExOs, district personnel, and peer principals participate in periodic walkthroughs of each school to evaluate the overall program and practices, highlight specific strengths and areas for growth, and offer suggestions for ongoing improvement. The walkthrough teams utilize a common protocol for observations and engage in a structured inquiry process for analyzing the data and engaging in reflective inquiry with the school leadership team.

Cambridge Education Quality Review: This comprehensive quality review of school performance has been carried out over the past four years with more than 25 Oakland district and charter schools. The reviewers gather evidence by observing learning in

classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement.

During the 2008-09 school year, Cambridge Education conducted a review of ECP. The review covered student achievement, quality of instruction, school leadership and management, community involvement, and school environment.

In order to increase internal capacity, OUSD staff have learned the Cambridge review techniques and incorporated best practices into district evaluation tools. These tools, including the OUSD's own School Quality Review are now being used with schools that were not formally included in the Cambridge reviews. Both ECP and UfS completed the OUSD School Quality Review in May 2010 to identify their most critical needs as part of the SIG process.

District personnel, teachers, and administrators regularly use the findings from these various assessments to determine student needs, drive academic goals, and improve alignment with instruction and programs. The results of these assessments, and several other site-specific tools, inform both the Single Plan for Student Achievement (SPSA) and the schools' Professional Development Plan (both provided as attachments).

Roles and Responsibilities of LEA, School Personnel, and Partners

Evaluating the overall performance of every OUSD school, including these five low-performing schools, is the responsibility of the Network Executive Officers (NExOs). NExOs are ultimately accountable for student performance at each of their network schools. They address this through the frequent analysis of data; regular learning-oriented walkthroughs of each school; monitoring, evaluating, and supporting principals; brokering the provision of professional development programs and coaching; and forging relationships with families and community groups in support of the schools. NExOs therefore have an intimate knowledge of student achievement at each of their schools, as well as a thorough understanding of each school's needs—this knowledge has been invaluable throughout the SIG application process.

Each NExO draws on resources inside and outside of OUSD to make assessments of the principals and schools. The district office of Research and Assessment provides support to NExOs, principals, school staff, district staff, and all community stakeholders by assembling and analyzing student testing data over the course of time.

The district's Office of School Portfolio Management is responsible for structures that help OUSD move to a system where every family has access to at least two quality school options in their neighborhood, and the ability to select from a diverse range of educational options throughout Oakland. OUSD believes that all schools must be held to the same high standards of accelerating academic achievement to grade level and beyond for all students. In order to achieve this goal, OUSD differentiates the support and intervention each school receives. The Department of School Portfolio Management is responsible for this support and intervention, including increased

monitoring for low-performing schools. Both Elmhurst and United for Success are receiving targeted support during the SIG process and were supported in the needs assessment by this department.

At the school sites, principals work with their teacher leaders to collect and analyze student data. The enlarged administrative teams and additional coaches at each site will enhance their ability to effectively analyze, and apply the findings from, student data.

Community partners have also participated in the needs assessments at both ECP and UfS. Oakland Community Organizations (OCO) assisted in convening groups of parents and families from each school to assess the schools needs and each of the four intervention models using a format prepared by the NExO's. School staff were also convened, both with parents and separately, to do the same assessment. Additionally, the Oakland Schools Foundation (OSF) is supporting OUSD during this process, facilitating much of the grant application process and organizing the information from needs assessments and data collection.

Process for Analyzing and Selecting the Model

The NExOs led a needs-assessment and model-selection process for each of the “persistently low-performing” schools, in conjunction with the staffs of each school, district departments, community partners, and families of students attending the school. With the support of OCO, each of the schools facilitated steering group meetings to analyze school data and review each of the SIG models in detail. In these meetings, families, community members, and staff discussed the pros and cons of each intervention model in relation to student performance, leadership capacity, current quality of instruction, family involvement, school culture, and other community variables. Additional community input was sought in two public hearings held at schools in the communities where the affected families live.

Each principal assembled a report (please see attached) that included the input from these meetings, as well as a recommended model, and presented it to their NExO. The NExO's and other central office personnel reviewed each school's report in the context of their own evidence, and made final recommendations to the Superintendent.

Findings About Student Achievement

After a thorough review of the achievement data described above, a number of need areas were uncovered, though one specific area predominated: consistent, high-quality instruction for English Learners (EL). This group of students, ranging from beginners through intermediate, consistently performs poorly at each school, and the instructional strategies employed to address their needs are rudimentary at best.

Student achievement is quite low across subject areas in both schools, yet the school staffs, after carefully analyzing the data in respect to their instructional practice, are confident that a specific focus on English language development and strategies for

teaching ELs will have a profound impact on achievement in all areas. Native English speakers also do not demonstrate particularly high achievement at either school; however, the key strategies for supporting ELs—such as differentiation, multiple representations, and scaffolding—will have a positive impact on every student in every classroom.

Findings About Practices and Potential Improvement

Teachers and principals, with the support of the central office, engaged in an extensive review of their most common instructional practices, and assessed the supports that are available to enhance their practice. Each of the major issues identified was present in all of the schools, though they varied slightly in relative importance and degree of intensity. It is notable that the level of variation within any one school, even across one grade level, far exceeds the variation among schools.

The main findings are as follows:

- Overall, the five schools are employing instructional materials that are aligned with California's standards.
- Each school utilizes the district's pacing guides in initial course planning, but adherence to these guides varies across schools, and typically involves only infrequent checks for alignment.
- Each school, in particular ECP, has built some capacity to develop, administer, and analyze student data to inform instruction, but none of them engage in this practice regularly.
- Each school administers the district benchmark assessments, and each has developed a few internal common formative assessments, though their quality and frequency varies. ECP in particular has begun to track students through the use of frequent formative assessments.
- Teachers need support in providing differentiated interventions during core classes. Both ECP and UfS have specifically determined the need to provide focused support for 6th graders. This strong academic focus will provide a foundation for student learning moving forward into 7th and 8th grade.
- Each school has developed an extended-day intervention program to address the needs of students who are not proficient on the standards in a particular subject area, but the level of differentiation and intensity of supports is not sufficient to ensure the success of each student.
- Each school has identified the need to increase teacher collaboration time, both during the year and in the summer.
- Each school has identified a need for site-embedded instructional support in the form of coaches who also teach part of their time.

- The current teachers at each site have been rated satisfactory or above on OUSD's teacher evaluation tool.
- The principals at each school have received consistently high performance ratings, and are esteemed as some of the most expert and committed principals in the district.
- The district has been working closely with each school to align federal, state, and private resources to support improved school performance, aligned with, and supplemental to, the funds requested in this grant application.

As a result of the needs analysis conducted at each school site, it was decided that two of the four schools, Elmhurst Community Prep (ECP) and United for Success Academy (UfS) will undertake the *Transformation* SIG model. And, based on the needs assessments at Roots International Academy and Alliance Academy, they will both continue implementing the effective strategies that they have established over the last two years. Explore College Prep will close during the summer of 2010.

ii. Selection of Intervention Model(s)

NExOs, staff, families, and community members conducted a thorough analysis of data and a detailed review of each of the intervention models. Central office personnel reviewed each school's report in relation to additional district evidence and district capacity, and in the end, the superintendent determined to pursue the following models:

- **ALLIANCE ACADEMY** was reconstituted (from Elmhurst Middle School) and launched as a small school in the academic year 2005-06 under OUSD's small school policy. The school made substantial progress in its first three years, as the API rose by 102 points from 538 to 640. Though the API stagnated from 2008-09, the school continues to implement a variety of innovative programs. We are also concerned that the particular method used to assign a school like Alliance to the "lowest-performing" list does not adequately account for the progress that is underway at the school, since the assessment includes factors pre-dating the reconstitution as a new small school.

Alliance 7th graders have shown more growth than any other middle school in Oakland, according to district benchmark testing. However, the number of students proficient in math has historically dropped from the 7th to the 8th grade.

OUSD has concurred with community and staff at Alliance that each of the four intervention models would substantially disrupt the school's overall forward progress, and we are therefore not proposing a SIG for this school. The closure option would be particularly disruptive, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ROOTS INTERNATIONAL ACADEMY:** Similar to Alliance Academy, Roots was reconstituted as a small school in the 2005-06 school year, with a new principal and a plan for action and re-designed programming. In the case of Roots, however, overall progress has been slower, according to CST scores and district benchmark tests. But, OUSD is confident in this leader and the strategies put in place to continue improvement efforts with this community. In addition, Roots is one school in the Havenscourt neighborhood, which is expected to be one of the primary target neighborhoods in Oakland's application to the Federal Department of Education for Promise Neighborhood funding. This application will include a major review of instructional practice and substantial investment in new programming, and it is clear that requesting both SIG funding and the Promise Neighborhood funding would be unnecessary and may even be prohibited. With OUSD's confidence in the leadership skills of the current principal, who has been at the school for more than two years, Roots is receiving targeted support from the central office and will have increased resources over the next five years.

OUSD has also concurred with community and staff at Roots that each of the four intervention models would significantly disrupt current investments in the school's programming and our plans for the Promise Neighborhood application. We are therefore not requesting SIG funding for this school. The closure option would be particularly disturbing to parents and students, but under each of the other models there would need to be substantial change in school staff and leadership at a time that OUSD is confident that this team is showing positive results.

- **ELMHURST COMMUNITY PREP:** Elmhurst was reconstituted as a small school in Oakland in 2006-07. The current principal was first a teacher and an Assistant Principal at Elmhurst. After four years of service to the school, she was hired as the instructional leader in 2009-10. To some extent, OUSD and the school community have questioned why this school has been included in the "lowest-performing" list, since they have shown an impressive increase in API over the past three years. However, Elmhurst did launch the same process of review and recommendation that has been conducted at the other schools.

A thorough review of the school's performance conducted by Cambridge Education in spring 2009 identified a number of areas of improvement that the new principal has begun to address this year, including more effective school management techniques and supervision of teacher performance, improvement of programs focused on character development, and increased use of student-specific data to set student and school goals.

During the community and staff review meetings, the Transformation model was considered favorably in part because it would allow the school to continue and expand some of these initiatives – including deeper support for family engagement, stronger academic intervention programs, and a more comprehensive Professional development plan to help teachers address the needs of English Learners.

Certain elements of the Transformation model have been launched in the last two years. In addition to hiring a the new principal this year, new staff have been attracted to the school, and there has been greater focus on expanding the number of children participating in after-school programs linked to the school-day curriculum. As a result of these reforms, Elmhurst has increased student outcomes, as evident in the school's dramatic API growth.

Each of the other intervention models was considered by OUSD and school staff and community to be too disruptive to the plans that are already underway at the school, or repetitive of initiatives in the last few years (e.g., replacing the principal and recruiting new teachers). In particular the Turnaround and Closure models had these characteristics that the community, teachers, staff, and the district felt would be more disruptive than supportive. The Restart model had the potential for substantially increased flexibility, but staff and parents were concerned about the disruption to the current positive school environment and the difficulty of making such substantial changes so quickly, without sufficient time for planning before the next school year.

- **UNITED FOR SUCCESS ACADEMY (UFS):** UfS was reconstituted as a small school in 2006-07. The current principal was hired this year (2009-10). The same process of review and recommendation has been carried out at UfS as at the other schools.

UfS has a number of strong characteristics that were highlighted in the community and staff reviews of alternatives, but overall the school is struggling. For example, the API in 2009 was 570 (no data available in 2008). On the other hand, the new principal has a vision for helping move the school in the right direction, and there are staff and parents who are very supportive. As a result of new leadership, successes can be found in improving staff relationships, increasing student outcomes, and a growing sense of safety on campus.

In the review of pros and cons of each of the intervention models, parents and staff agreed that the Transformation model offered the most opportunity for success for children, since it would provide transitional funding for English Learner programs, extended learning time, and support for enhanced professional development and various academic interventions that are not currently available. OUSD supported this recommendation as consistent with the strengths of the school's leader and the potential for school improvement.

Each of the other intervention models were considered too disruptive by staff and parents, and OUSD agrees. Closure would be a major burden on the local families that make up the majority of the UfS student body. Both the Restart and Turnaround models would require repeating much of the leadership and staff turnover that has occurred when the school was created in 2005 and that to some degree has continued since then (with a new principal just this year).

- **EXPLORE MIDDLE SCHOOL:** Based on low enrollment and low achievement, OUSD identified Explore as a focus school in December 2009, after conducting a comprehensive needs assessment. Explore Middle School has been a Program Improvement school since 2008, and has also had declining enrollment since 2008. The overall Academic Performance Index had declined by 99 points to 552 over the past three years. In addition, enrollment has been declining for at least two years. A series of community meetings were held over the course of the past year to discuss issues and potential solutions. A broader assessment of school performance trends in middle schools in East Oakland showed that overall middle-school capacity significantly exceeded the number of students enrolled in the area. The closest middle school in the area, Frick, improved by 40 API points to 597 in the previous year, with a strong principal and an evolving school culture that promises to continue to improve overall performance. In addition, students from Explore will have access to a number of other middle schools with stronger academic performance than Explore (Montera, Bret Harte, and others).

These factors led to the recommendation to close Explore Middle School after the end of the 2009-10 academic year. None of the other intervention models made financial or academic sense for the children at Explore, given the excess school capacity in East Oakland and the availability of other middle schools in Oakland that are providing better results.

iii. Demonstration of Capacity to Implement Selected Intervention Models

OUSD Background and Results

As California's most-improved school district over the last five years, Oakland Unified has built substantial systems for supporting student success, enhancing the strategic use of resources at schools and in the central office. Overall, 20 schools experienced a double-digit surge in Math, 23 schools made similar advances in ELA, and 14 schools grew by double digits in both Math and ELA. While a large number of elementary schools demonstrated accelerated achievement, their counterparts in OUSD middle schools also made impressive strides, boosting performance by 6.5 percentage points in Math and 4.8 percentage points in ELA. Seventy-eight percent of elementary schools saw increases in Math, while 88 percent gained ground in ELA. Eighty percent of middle schools improved in both Math and ELA. This steady growth helped increase District-wide proficiency rates by 5.5 percentage points in Math and 4.9 percentage points in English, outpacing the state averages of 3 percent and 4 percent.

While there are many factors that have contributed to the district's success, we have identified several key reform efforts that have particularly impacted OUSD schools, including increased student engagement; units and lessons based on the state standards – emphasizing key standards; frequent formative assessments; a comprehensive, individualized approach to reading in the early grades; an expansion of the Swun math program from elementary into middle schools; increased teacher collaboration in the form of Professional Learning Communities. OUSD has supported

each of these efforts through robust professional development for principals and teachers, allocation of coaching support to assist schools in adapting the reforms to their own unique needs, and guidance from NExOs regarding how to integrate these reforms into schools' extant programs.

These strategies helped to boost overall student performance, but also have helped to close the achievement gap. Over the past few years, OUSD has seen notable improvement on the CST across all traditionally underperforming subgroups of students in both Math and ELA.

The most recent data continues what is now a seven-year trend. From the 2002-2003 school year through the 2008-2009 school year, the percentage of students achieving proficiency in ELA has increased sharply across all subgroups while overall ELA proficiency rates have nearly doubled from 19 percent in 2002-03 to 36 percent in 2008-09. Statewide, ELA proficiency increased by 15 percentage points during this same period. Similar results were achieved in Math where the overall proficiency rate grew from 21 percent in 2002-03 to 39 percent in 2008-09, while just 11 percentage points were added to the statewide average.

SIG Process

As described above, OUSD launched a community-informed process of selection of the intervention models for the district's five Tier I and Tier II schools. As a result of this process and in consideration of additional factors that we will detail below, OUSD will support two of the five schools to implement the Transformation Model. One of the five schools will close. And, the remaining two schools are not included in this application for SIG funding, as they will continue to implement the strategic reforms that have been successful over the past three years. These schools, in varying degrees, have implemented strategies that have created improved student outcomes. As is detailed in the Needs Analysis, Alliance Academy has shown impressive results, especially in math. Roots, though struggling to show consistent increases in student achievement, has most of the essential components in place, and will participate in support systems that the district is implementing in order to ensure they succeed.

All of the OUSD schools on the list have demonstrated at least 50 points of API growth over the past five years. In the case of Alliance and Elmhurst, both schools have topped 100 points in API growth over the past five years. These figures are well above the state average and a dramatic improvement from the schools that existed on these same sites before these new, small schools were opened.

In addition to the strategic reforms in place and the increased district support, Roots has been designated to participate in OUSD's application to the Department of Education for the Promise Neighborhood Grant. Roots shares a campus with Coliseum College Prep Academy (the district's only 6th-12th grade school), and two elementary schools. This campus will serve as an anchor of the Promise Neighborhood application, and will over the next few years receive broad-based support from city-wide partners, non-profit agencies, and others. In preparation for this application, OUSD has undertaken a

significant community engagement and planning process and is committed to including the community's voice in all major decisions.

Both in concert with and as a result of the SIG process, OUSD has launched a multi-faceted process that will help us discover, understand, and implement the necessary reform measures at the target schools, as well as apply what is learned through this process to schools across the district.

Supporting SIG Implementation

OUSD has collaborated with each school community to develop implementation plans that align with the *Transformation* model, and the Superintendent is committed to fully implementing each of these plans. The district's office of School Portfolio Management will lead the implementation process, working closely with each school's NExO, as well as other relevant district personnel.

Each school will receive consistent focused support as they begin the implementation process. This support includes expert advice in the areas of instruction, data analysis, and school systems, as well as frequent opportunities to engage in inquiry around, and receive feedback regarding progress. Additional non-SIG schools are also adopting a number of the reforms outlined in this plan, and these schools will form a collaborative group that will provide feedback and guidance to the transformation schools.

District Capacity to Support SIG Reforms

OUSD has a long history of encouraging innovation in schools and providing support and guidance to schools as they adopt and adapt new, research-based strategies. The district was one of the earliest sites for development of small schools – supported by multiple grants from the Gates Foundation – and now more than 40% of its schools have undergone a small school redesign process. Recent data indicate that students at these schools consistently outperform other district schools.

OUSD's office of School Portfolio Management was specifically designed to provide differentiated support and guidance to schools, and will shepherd these SIG schools through the transformation process. Each school is a member of a small network of schools, through which they will receive ongoing support and feedback, as well as disseminate what they are learning. These networks are led by NExOs, who will provide concentrated support to the SIG schools and consistently engage with each school's community to champion the reforms and assess impact.

Additional resources that will support implementation include: (1) assessment instruments and analysis tools developed by the Research and Assessment Department; (2) instructional materials developed by the Instructional Services Department; (3) engagement and analysis tools provided by the Family & Community Office; and (4) the Results-Based Budgeting system – which provides schools with the flexibility needed to allocate resources where needed and adjust those resources in response to data.

Each of these schools has participated, and will continue too participate in summer institutes regarding instructional strategies, collaborative approaches to inquiry and planning, and engagement of families and the broader community.

Serving Schools Outside of SIG:

Roots will be part of the Promise Neighborhoods, but we need to build upon the current foundation in order to best craft this reform approach. Unfortunately, the SIG timeline is incongruent with Promise Neighborhood timeline, and we don't want to start one initiative and then change course within the next two years. Thus we will wait until we implement the Promise Neighborhood plan before addressing whole school redesign. We want the potential transformation model to be done in context of this work, not prior.

Alliance has demonstrated consistent improvement these past few years, and we want to ensure continuity of improvement, acknowledging that they will require some additional supports from the district. The principal is doing an outstanding job, and we want to support her as she continues on the current trajectory.

iv. Recruitment, Screening, and Selection of External Providers (if applicable)

OUSD will engage external partners to assist with several key aspects of the transformation process. Utilizing partners will allow us to take advantage of expertise beyond OUSD, build OUSD's capacity in the areas addressed by the partners, and remain flexible as conditions change at each school.

OUSD's criteria for selecting partners include the following elements: (1) experience working in OUSD or a similar district; (2) demonstrated expertise in the areas where they will provide services; and (3) a record of successfully supporting school improvement. The partner selection process will begin with an initial informational meeting where potential partners will be apprised of the content and scope of services required. Each interested partner organization will then present a brief outline of how they might best meet OUSD's needs. OUSD staff will then evaluate each partner organization, drawing on information from the presentations, references, and experience in OUSD. Finally, each partner's approach will be assessed for how well it complements the approach of others involved in supporting the schools' transformation.

Examples of partner organizations that we will invite to participate in this process include: the Bay Area Coalition of Equitable Schools, the Oakland Schools Foundation, WestEd, Partners in School Innovation, Action Learning Systems, Assessment for Learning, Paragon, Kagan, Performance Fact, and the OUSD Office of School Improvement Services. Each of these organizations has worked extensively with OUSD and demonstrated success in supporting school improvement.

Four partner organizations have already been selected, based upon their current work in OUSD and the unique nature of the services that they provide. These are Citizen

Schools, New Leaders for New Schools, Oakland Schools Foundation, and UC Berkeley's Leadership Connection for Justice in Education.

Citizen Schools (CS) partners with middle schools to expand the learning day for children in low-income communities across the country. CS mobilizes a second shift of afternoon educators, who provide academic support, leadership development, and "apprenticeships" – hands-on projects taught by volunteers from business and civic organizations. With this support, students develop the skills they need to succeed in high school, college, the workforce, and civic life. CS will provide support for the extended day program at UfS and Elmhurst, as discussed earlier in this application. Citizen Schools has experience working in OUSD's transformation schools, including UfS, and has demonstrated the success of its programs at schools across the country.

CS has shown impressive results, as illustrated in their Massachusetts ELT pilot program, at the Edwards Middle School in Boston. There they work with all 6th graders and a subset of 7th and 8th graders.

- In the first ELT year (2006-07), 6th grade math proficiency rates increased from 15 percent to 32 percent and passage rates increased from 48 percent to 70 percent.
- Among 8th graders, ELA proficiency increased from 40 percent in 2005-06 to 71 percent in 2008-09 and math proficiency increased from 12 percent to 56 percent, surpassing the state average and reversing the achievement gap.

The Oakland Schools Foundation (OSF) will provide both schools with support in strengthening and formalizing their Family Engagement Programs, through the FamELI Collaborative (Family Engagement and Leadership Initiative). OSF has supported 12 Oakland public schools over the past four years in developing and strengthening their family engagement and leadership programs, in order to support student success. OSF has since 2003 supported OUSD schools with comprehensive support services in operations, resources development, and community outreach, and raised more than \$10 million for Oakland schools.

UC Berkeley's Leadership Connection for Justice in Education (LCJE) will assist OUSD in developing the leadership team retreats. LCJE has been a partner with OUSD for over a decade, preparing school leaders and providing coaching for principals and assistant principals. Twenty-one current OUSD principals and 14 assistant principals have been prepared through LCJE's Principal Leadership Institute (PLI).

Schools led by PLI principals consistently register student performance that is above average for the district, and these principals experience less turnover than those prepared through other programs.

A representative from each partner organization will serve on the Transformation Coordination Committee for the school, meeting regularly to analyze data, provide guidance for the overall process, and align efforts across organizations. In addition, OUSD will set benchmarks for the work of each partner organization and meet with the partners quarterly to assess progress toward those benchmarks.

v. Align Other Resources with the Selected Intervention Models

Several initiatives are being implemented across OUSD that will have a significant effect on the transformation schools. These initiatives fall into four broad categories: quality teaching, quality curriculum, quality leadership, and quality systems. The district has committed funds to both of these areas and is in the process of seeking additional financial support from a range of government and private agencies.

Quality Teaching

The teachers in each of these schools are committed to improving their practice, yet they have not heretofore had the resources necessary to systematically engage in inquiry around their practice and to regularly access the support they need to accelerate their development.

Each school receives a moderate amount of funding from Title I, Title II, Title III, EIA-SCE, EIA-LEP, and the local Measure G program. These funds are primarily used to support additional teacher-student interaction, and a minimal level of professional development for teachers. Both schools also used Title I funds to engage part-time intervention specialists. Title III and EIA-LEP funds are used to provide some school-level coaching, as well as district-wide workshops on effective strategies for ELs. Because these workshops are infrequent, and not directly connected to the coaching, their impact has been minimal.

The district has embarked on an effort to more deeply understand and enable quality teaching. We have begun to develop common language, support materials, and evaluation tools through the application of Title I ARRA, Title II, and private funding.

OUSD teachers are responsible for creating challenging, supportive learning environments for students, yet no teacher is expected to fulfill this responsibility in isolation. Collectively – as professional learning communities – schools can develop and support an exceptional learning environment for all students.

A few individuals from each of the transformation schools have attended workshops on professional learning communities—supported through district Title II funds, but there has not been a systematic approach to this process at either school. In addition to the School Improvement Grant, OUSD is seeking additional private funds to support the development of professional learning communities across the district.

Each school has developed a limited extended day program, using ASES and Title I funds, and Title I and ARRA funds have been used to support summer intervention programs. The district is actively supporting the schools to seek private funding for some of their extended-day programs, in particular *Citizen Schools*.

Quality Curriculum

OUSD has been steadily building its capacity to provide high-quality curriculum to each school and support teachers' expert use of this curriculum; these efforts have been supported through Title I and Title II, as well as private funding. The district has worked with WestEd's Teach for Success team to develop a common understanding of effective instruction, and has engaged several partners in the development of effective curriculum. One example of this is Swun Math, which has now been adopted in all elementary and middle schools. Teachers have received ongoing training in the implementation of this program, as well as support for the administration and analysis of assessments aligned to the program. Unfortunately, the district will not be able to continue this training into the next year, but School Improvement Grant funds will allow site-based coaches to extend and individualize the basic training that teachers have received thus far.

Teachers from the transformation schools have participated intermittently in the curriculum development activities, supported by Title II, EIA-SCE, and private funding. The School Improvement Grant will provide resources to substantially increase their involvement in the actual development of curriculum, as well as support school-based coaches who will shepherd the curriculum development processes.

Quality School Leadership

OSUD believes that school leadership is essential for student success, and has built a system to provide periodic, differentiated support to each principal, in part funded with Title I ARRA and Title II funds. Every principal in OUSD belongs to a network of approximately 25 schools, led by a Network Executive Officer (NExO). These networks of principals meet twice per month to engage in inquiry around their practice and share promising strategies with one another.

Several schools, including ECP and UfS have also engaged coaches from OUSD's Office of School Improvement Services or from external partners, using Title II and Measure G funds. These coaches provide leadership development and school design services, based upon the unique needs of each school. All principals are assessed against the OUSD Leadership Characteristics, which were developed over the past year in order to clarify the type of leader that is successful in the OUSD context; some of this development was supported by private funding.

The current resources outlined above are not nearly sufficient to fully support the transformation schools; the School Improvement Grant will provide resources to substantially increase this support, and differentiate it as needed. In addition to the School Improvement Grant, OUSD is seeking additional funds to enable enhanced leadership development across the district.

Quality Systems

The district has used Title I & Title IIA funds to support OUSD's standards-aligned Benchmark Assessment System and the Performance Writing Assessment. The SIG schools will use these interim assessments two to three times per year, in each of the

core contents subjects, to monitor student learning and to provide valuable data that will be used to modify instruction.

OUSD has a long history of supporting site-based budgeting: providing training, guidance, and support to principals, and enabling them to make budget decisions in the best interest of their students. In the transformation schools, principals will retain this prerogative, but with increased oversight from the NExO, the Transformation Coordination Committee, and the district's fiscal services office. Each principal will be intimately involved in the development of the budgets for his or her school and, in conjunction with the NExO's support, will determine the optimal allocation of resources from each funding source.

The district's discretionary funds have been severely limited over these past few years, and the number of central support staff has been reduced significantly. Nevertheless, as part of OUSD's Tiered Accountability and Support System, ECP and UfS will receive priority attention from central services.

As noted above, each school will empanel a Transformation Coordination Committee, which will meet regularly to analyze data, provide guidance for the overall process, and align efforts across OUSD and external organizations.

vi. Align Proposed SIG Activities with Current DAIT Process

OUSD is not currently receiving DAIT services.

vii. Modify LEA Practices or Policies

Much of the success that Oakland Unified School District has shown over the past five years can be attributed to several key reform measures that were implemented, including Results Based Budgeting (RBB), the Small Autonomous Schools Policy, robust leadership development, and innovative professional development practices. And yet, challenges remain in school communities like Elmhurst Community Prep and United for Success Academy, where generational poverty, increasing violence, and historically under-supported and under-performing schools are barriers to student success. These schools need many levels of support, as well as the flexibility that allows for real reforms to take root.

ECP and UfS will serve as sites for implementing, reviewing, and refining research-based practices that OUSD will eventually incorporate across other district schools. As noted above, these practices include robust leadership development, growth as a Professional Learning Community (PLC), and the development and implementation of standards-aligned high-quality curricula. In order to fully support these practices in the schools receiving SIG funds, OUSD will designate them "pilot schools" and accord them flexibility in several areas, notably teacher and leadership evaluation, providing varying forms of teacher incentives in order to recruit and retain staff, and school scheduling. As

pilot schools, OUSD will also provide increased central office technical assistance in RBB and other operational needs, tailored incubation coaching, increased curricular flexibility, and greater autonomy in professional development.

Already a national exemplar in Results Based Budgeting, OUSD will continue to support schools in using this model of site-based budgeting to afford the greatest results. Supports will be provided in financial management coaching and strategic program planning.

Also key to strategic program planning is the use of student-specific data and the infrastructures that can support this work. As pilot schools, OUSD's Research and Assessment Department, along with other central office departments, will provide these two schools with technical assistance in developing their programs and monitoring student progress towards goals. As a practice, these schools will receive priority for district services, including differentiating supports and increased oversight in order to ensure accountability.

OUSD has a long history of designing and implementing innovative approaches to schooling, most recently as part of the "Expect Success!" district redesign initiative. Components of this initiative include the transformation of almost half of our schools into small schools; significant school autonomies, including control over a student-based budget; a district office oriented to serving the needs of schools; and systems of data collection, analysis, and action that support schools and clarify expectations and accountability. OUSD has been recognized as a national leader in a number of these areas, and we regularly host visiting teams from districts across the country.

In order to make adjustments to components of this plan, such as teachers' and principals' schedules, as well as the manner in which teachers and principals are evaluated, we have engaged with their respective unions to ensure that we obtain the appropriate waivers and other agreements. We have already obtained waivers from the union supporting teachers' participation in extended learning time; we anticipate reaching agreements regarding teacher evaluation prior to the implementation of these systems in 2011.

Regarding extended day and year schedules, teachers and administrators will receive additional compensation, as per the current bargaining agreements. The official evaluation instrument is defined in current bargaining agreements, but OUSD has flexibility in designing ancillary tools and processes, such as observation rubrics, that can be used in conjunction with the official instrument. We will continue to work closely with the unions to solicit their input into the evaluation process and to ensure that we adhere to the collective bargaining agreements and any associated waivers. We will also solicit teacher, staff, and principal participation throughout the process of development of the new evaluation tools.

Each school will modify its SPSA over this summer, to reflect the changes associated with the transformation model, and engage with its community to seek comments on the

model and approval, in accordance with the regulations pertaining to SPSAs.

As we embark on this road toward transformation for these two schools, we are simultaneously conducting a strategic planning process under the leadership of the district's new superintendent. This process will not only support the reforms in these schools, but it will support the "piloting" of new ideas and systems, and encourage distribution on a broad-level across and between Oakland schools. Already more decentralized than other districts, the superintendent's plan includes a division of the district into three separate networks. And, in order to specifically provide support to SIG schools, they will be partnered with other "pilot schools" who may be developing differing innovative practices, such as a school that is excelling in formative assessments or another school that has implemented a widely different school schedule. These "pilot schools" will be afforded the opportunities to share information and exchange practices, both informally and formally through network gatherings and a process that by mid-year requires schools to choose partners with whom to chart their paths.

Additionally, these schools will be supported with support and tools, like rubrics developed to measure PLC growth and Instructional Leadership Team growth.

viii. Sustain the Reforms after the Funding Period Ends

The school improvement grants are essential for supporting the transformation of these two schools. And since these schools will serve as pilots for practices that will be extended across the district, the impact of the transformation process will be felt well beyond these two schools.

Most elements of the transformation plan will require significant initial investment, and we anticipate that in order to ensure the long-term success of these schools, a continued infusion of funds, beyond that currently provided by the state, will be required. However, the amount of funds necessary will diminish considerably once certain core practices have been established.

The practices implemented as part of the transformation model, and their associated funding, can be organized into three categories: (1) practices dependent on initial capacity building – requiring only short-term funding; (2) practices ultimately adopted district-wide – requiring modest long-term funding; and (3) practices necessary for sustained success – requiring significant long-term funding.

Capacity-Building Practices

Many of the elements of the transformation plans are designed to build the capacity of individuals and systems at the site, so that the practices become embedded in the fabric of the school. These include developing the leaders to embody the OUSD Leadership Characteristics, incorporating high-quality curricula, designing systems for assessing and responding to individual student needs, and enabling families to provide critical

academic support and encouragement for their children.

These capacity-building elements will require significant initial resources in the form of coaches, inquiry groups, and differentiated training. OUSD will regularly evaluate the progress of each teacher and principal, and adjust the allocation of resources such that each individual receives timely and targeted support. In addition, OUSD will set parameters and timelines for the development of new systems, and provide support where needed to ensure that these are completed expeditiously.

Practices Adopted District-Wide

The transformation plans include a number of practices that OUSD is interested in adopting district-wide, dependent upon their effectiveness in the transformation schools. These practices include a revised teacher evaluation system, formative assessments in the core subject areas, and inquiry tools and processes. The practices that are incorporated across the district will either supplant current practices (and thus be cost-neutral) or become part of the districts strategic plan (and thus be supported with district funds).

The transformation schools, subsequent to the piloting phase, will become demonstration sites for effective practices, hosting teams from within OUSD and the region as they disseminate, receive feedback on, and continue to refine their key practices. In addition, teachers, administrators, and coaches that work in the transformation schools will be called upon to strategically “seed” some of these practices in other OUSD schools.

Sustained School-Specific Practices

Some of the practices included in the transformation plans will require a sustained commitment to remain viable in these schools. These practices include an extended year for all staff, increased teacher collaboration time, and Citizen Schools’ facilitation of the extended day programs. Inasmuch as these practices are unique to this set of schools, and not part of a district-wide plan, they will require long-term funding.

OUSD has a record of successfully raising funds from both the local community and national organizations. Over the past five years, it has raised in excess of 50 million dollars to support efforts similar to those outlined in the transformation plans. In addition, the partner organizations involved in this project have demonstrated an ability to raise significant funds for OUSD projects. Irrespective of the success of OUSD’s fundraising prowess, the district is committed to sustaining the core elements of each school’s transformation plan, reallocating resources from less-needy schools if necessary.

Full transformation of each of these schools will take several years, and thus OUSD intends to implement a waiver to extend the funding through September 30, 2013.

ix. LEAs’ Annual School Goals for Student Achievement

Both Elmhurst Community Prep and United for Success will be measured on statewide assessments, and they will be expected to achieve district-wide student goals as outlined below. In addition, as part of each school's ongoing cycle of data collection, inquiry, and adjustment, they will set individual school goals and regularly monitor their progress toward these goals.

OUSD has designated the following five-year goals for all students across the district:

CRITICAL PRACTICE AREAS	OUSD FIVE-YEAR GOALS
Instructional	1. All students read and write by the end of third grade.
	2. All students succeed in Algebra by the end of ninth grade.
Leadership	3. All employees are high performers.
Organizational	4. All students graduate prepared to succeed in college and the work place.
	5. All students and adults respect one another and work together across cultures.
	6. All schools are healthy, clean, and safe.

OUSD Tiering Goals and Targets

OUSD uses the Tiered Accountability and Support System (TASS) to analyze and support growth in schools in regard to the following measures. Both ECP and UFSA will be accountable to meeting these targets:

1. API Growth

Each school will gain 20 points or more annually OR gain a net of 50 points or more over the next three years OR meet the statewide goal of 800.

2. CST Growth

Each school will earn 3 or more points each year on the OUSD Growth scale:

- In both Mathematics and English/Language Arts each school will receive:
 - 1 point when the percent of students who score P/A + the percent of students who grew at least one performance band is greater than 50 percent; and
 - 1 point when the percent of students who grew at least one performance band is greater than the percent of students who declined one performance band; for a maximum total of 4 points.

3. API Achievement Gap

At each school the gap between the school-wide API and the API of the school's lowest-performing sub-group will decrease by 10 percent or more OR is less than 25 points.

4. Each School will exit Program Improvement status

Specific Goals and Targets: Elmhurst Community Prep

1. **Goal:** All students read and write at a minimum of grade-level proficiency.
 - **School Target:** Decrease of 10% Below Basic/Far Below Basic scores from 2009.
2. **Goal:** All students perform mathematically at a minimum of grade-level proficiency.
 - **School Target:** Decrease of 10% Below Basic/Far Below Basic scores from 2009.
3. **Goal:** All English Learners at each site will receive support in becoming proficient.
 - **School Target:** At least 50% of English Learners at each site advance one or more levels on the CELDT test.
4. **Goal:** All employees are high performers
 - **School Target:** *Staff will have an average 95% attendance rate.*
 - **School Target:** *90% of staff will be "Practicing" or "Mastery" on the Learning Target Rubric.*
5. **Goal:** All students graduate prepared to succeed in college and the work place.
 - **School Target:** *100% of ECP students will participate in our High School Options Process.*
 - **School Target:** *100% of ECP students will identify high school and college readiness skills.*
6. **Goal:** All students and adults respect one another and work together across cultures.
 - **School Target:** *90% of students agree or strongly agree on "adult connection" UYV survey item.*
 - **School Target:** *90% of students agree or strongly agree on "academic rigor" UYV survey item.*

Specific Goals and Targets: United for Success Academy

1. **Goal:** All students read and write at a minimum of grade-level proficiency.
 - **School Target:** Decrease of 10% Below Basic/Far Below Basic scores from 2009.
2. **Goal:** All students perform mathematically at a minimum of grade-level proficiency.

- **School Target:** Decrease of 10% Below Basic/Far Below Basic scores from 2009.
3. **Goal:** All English Learners at each site will receive support in becoming proficient.
 - **School Target:** At least 50% of English Learners at each site advance one or more levels on the CELDT test.
 4. **Goal:** All employees are high performers
 - **School Target:** 80% of teachers at “practicing” or “mastery” on Assessment for Learning rubric.
 - **School Target:** 90% of staff will score proficient or higher on their end of year evaluations.
 5. **Goal:** All students graduate prepared to succeed in college and the work place.
 - **School Target:** 90% of students can write a five paragraph essay and receive a 3 or higher on a rubric.
 - **School Target:** 90% of students will submit options forms after meeting counselor and touring high schools.
 6. **Goal:** All students and adults respect one another and work together across cultures.
 - **School Target:** 80% of students respond on survey that there is an adult on campus they can trust.
 - **School Target:** 80% of students agree or strongly agree on “culturally responsive” survey item.
 7. **Goal:** All schools are clean, healthy and safe.
 - **School Target:** 96% attendance rate.
 - **School Target:** Reduce suspension rate by 15%

Each school will set additional grade and subject-specific goals, measure progress toward those goals, and provide necessary supports to attain those goals.

These goals will be monitored by the principals at both sites, in coordination with their NExOs and school-level data teams. With support from the OUSD Research and Assessment Department we will assess the progress of these goals, using district benchmark assessments (given six times per school year), Use Your Voice surveys, and other site-based measurements and address those changes that may be needed and identify mid-course corrections when necessary. The Instructional Leadership Teams at Elmhurst and United for Success will prepare monthly reports of progress towards goals to share with the district team members.

x. Serving Tier III Schools

We are not serving any Tier iii schools at this time.

xi. Consultation with Relevant Stakeholders

Since the list of designations of “Persistently Lowest Achieving School”, was released, the communities in affected schools have gathered to both learn more about the conditions that caused their schools to be selected and the process by which they would participate in transforming their schools. OUSD has solicited input and participation from a wide variety of stakeholders in the selection of intervention models and the design of the specific implementation plans. These discussions have taken place both at the District level, through hearings and through conversations with teachers’ groups, as well as in each individual school community.

The process for Explore Middle School was somewhat separate from that of the other four schools. A series of community meetings at Explore took place over the past year to solicit parent and community input. Parents expressed frustration that their children might be required to change schools, but also recognized that Explore had not achieved the progress that was hoped for when it was re-constituted a few years earlier, and that enrollment was consequently declining. The Board of Education voted to close the school at its meeting on December 16, 2009.

The community process for the other four schools was quite different. One of OUSD’s leading nonprofit partners, Oakland Communities Organizations (OCO) took the lead in convening families, students, teachers, and local partners. At each of the four schools, the SIG process was explained, along with information about how the schools had been selected, data on the progress at each school was presented, and the requirements of each of the four intervention models was detailed. (In some cases, parents went so far as to go to Sacramento to question the designation of their schools, but in the end they understood that the designations could not be appealed.) At each school, OCO led the collection of the group’s ideas about the pros and the cons of each of the four intervention models for that school, as well as the possibility of choosing not to participate in the SIG process. The input of school staff was also sought at all schools. (Samples of these pros and cons reports are attached.) In the end, each school community settled on a recommended course of action.

The staff and community groups at Alliance Academy and Roots International Academy recommended not to participate in the SIG process, primarily because the groups at each school felt that the improvement plans already underway at were likely to produce good results in the next year and that the four required intervention models would each be very disruptive of that progress. They also made recommendations about what kinds of additional support would be valuable to help their schools continue to progress. Roots Academy, in particular, is part of a group that is expecting to submit an application for “Promise Neighborhood” funding to the U.S. Department of Education, with the support of OUSD and the City of Oakland.

OUSD staff have weighed the recommendations from Alliance and Roots in light of the needs assessment data described above, the alternatives available to the schools, and OUSD's own plans for continuing support to these two schools. OUSD staff have recommended that the community preferences be endorsed, and have proposed that these two schools not apply for SIG funding.

The staff and community groups at Elmhurst Community Prep and United for Success Academy reached different conclusions because of the different situations at their schools. Stakeholders at each school ended up collectively recommending pursuing SIG funding for the implementation of the Transformation model. OUSD staff weighed these recommendations and concurred.

In May, OUSD's Board of Education invited the community to participate in two meetings, in order to provide an additional forum for community participation in process. One meeting took place on May 19 at UFSA, and the other took place on May 26 at Lincoln Elementary. Both meetings were properly noticed under the requirements of the Brown Act and OUSD's own policies, and information about the two meetings was distributed at the five schools. (Copies of the official notices and agendas for these meetings are attached). Comments were solicited on the overall SIG process, the intervention models appropriate to each school, and whether SIG applications should be submitted for each school.

Only limited comments were received at each meeting, and these comments largely conformed with the recommendations that emerged from the community input process at the five schools.

Over the next four months, school communities will continue to invite stakeholders to participate in this process of school transformation and improved outcomes for students. Elmhurst and UFSA will review their detailed plans for the Transformation interventions with their respective SSC's as well as with the ELAC at each site. These groups will also be provided with ongoing updates on progress and outcomes over the course of the three-year intervention.

In addition to seeking input from teachers and staff at each of the four schools (Explore Middle School will be closed, so they will not be soliciting further input), OUSD staff engaged in an intensive discussion with the leadership of the Oakland Education Association. These discussions covered the likely changes in the District contract that would be required for each of the interventions, and in particular for the Transformation Model. In the end, the OEA has agreed to a letter of support for the actions required by the Transformation model that may require changes in the contract between OEA and OUSD. OEA has also committed to continuing discussions with OUSD about the specifics that may be required at each school once the CDE-approved versions of the SIG are available. School site bargaining teams have also met and drafted waiver letters that details the needed contract waivers that teachers are agreeing to, in order to meet the SIG requirements.

SIG Form 4a: LEA Projected Budget
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Name of LEA: Oakland Unified School District

County/District (CD) Code: 01-61259

County: Alameda

LEA Contact: David Montes de Oca

Telephone Number: 510-879-8349

E-Mail:
david.montes@ousd.k12.ca.us

Fax Number: 510-879-1844

SACS Resource Code: 3180
Revenue Object: 8920

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	119,167	119,167	119,167
2000- 2999	Classified Personnel Salaries			
3000- 3999	Employee Benefits	34,166	34,166	34,167
4000- 4999	Books and Supplies			
5000- 5999	Services and Other Operating Expenditures			
6000- 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted:		153,333	153,333	153,334

SIG Form 4b: School Projected Budget

Name of School: Explore College Prep	
County/District/School (CDS) Code: 01-61259-0107276	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	16,250		
2000- 2999	Classified Personnel Salaries	20,625		
3000- 3999	Employee Benefits	12,170		
4000- 4999	Books and Supplies			
5000- 5999	Services and Other Operating Expenditures			
6000- 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted:		49,045		

Name of School: Elmhurst Community Prep	
County/District/School (CDS) Code: 01-61259-0112789	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	327,356	327,357	327,357
2000- 2999	Classified Personnel Salaries	89,000	89,000	89,000
3000- 3999	Employee Benefits	99,306	99,306	99,307
4000- 4999	Books and Supplies	154,800	37,800	23,800
5000- 5999	Services and Other Operating Expenditures	547,467	724,467	868,467
6000- 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted:		1,217,929	1,277,930	1,407,931

Name of School: United for Success Academy	
County/District/School (CDS) Code: 01-61259-0112763	
LEA: Oakland Unified School District	
LEA Contact: David Montes de Oca	Telephone Number: 510-879-8349
E-Mail: david.montes@ousd.k12.ca.us	Fax Number: 510-879-1844
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	327,523	355,963	355,963
2000- 2999	Classified Personnel Salaries	89,000	89,000	89,000
3000- 3999	Employee Benefits	99,573	108,375	108,375
4000- 4999	Books and Supplies	215,800	59,600	50,600
5000- 5999	Services and Other Operating Expenditures	549,467	727,967	874,967
6000- 6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted:		1,281,360	1,340,905	1,478,905

SIG Form 5a: LEA Budget Narrative

Activity Description	Subtotal	Object Code
Transformation Support Coordinator		
<ul style="list-style-type: none"> To support compliance with grant guidelines and facilitate regular reporting 		
• 0.2 FTE* \$75,000/FTE/yr. * 3 yr.	45,000	1300
• Transformation Support Coordinator Benefits (33%)	15,000	3000
Teacher Evaluation Development Coordinator		
<ul style="list-style-type: none"> To coordinate teacher evaluation design process in respect to district policies and practices 		
• 0.2 FTE* \$75,000/FTE/yr. * 3 yr.	45,000	1300
• Teacher Evaluation Development Coordinator Benefits (33%)	15,000	3000
Teacher Evaluation Advisory Group: Principals		
<ul style="list-style-type: none"> To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes teachers, below Per Diem 		
• 5 principals * \$50/hr. * 100 hr./yr. * 3 yr.	75,000	1300
Teacher Evaluation Advisory Group: Teachers		
<ul style="list-style-type: none"> To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes principals, above Extended Contract 		
• 5 teachers * \$23.16/hr. * 100 hr./yr. * 3 yr.	35,000	1100
• Teacher Evaluation Advisory Group Benefits (18%)	20,000	3000
Formative Assessment Developer & Coach		
<ul style="list-style-type: none"> To work with teachers to develop their own assessments and incorporate district assessments into their practice Part of district's Research and Assessment team 		
• 0.4 FTE* \$75,000/FTE/yr. * 3 yr.	90,000	1100
• Formative Assessment Developer & Coach Benefits (33%)	30,000	3000
Overall School Evaluation		
<ul style="list-style-type: none"> To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan Team of 4-5 central office personnel engaged for ± 1 week/yr. 		

Activity Description	Subtotal	Object Code
<ul style="list-style-type: none"> 0.1 FTE* \$75,000/FTE/yr. * 3 yr. 	22,500	1300
<ul style="list-style-type: none"> Overall School Evaluation Benefits (33%) 	7,500	3000
Evaluation of Program Elements <ul style="list-style-type: none"> To assess efficacy of selected elements of plan (e.g., extended day program) and provide data for ongoing modification of elements, on a more regular basis than yearly evaluation 1-2 individuals from Research and Assessment team 		
<ul style="list-style-type: none"> 0.2 FTE* \$75,000/FTE/yr. * 3 yr. 	45,000	1100
<ul style="list-style-type: none"> Evaluation of Programs Benefits (33%) 	15,000	3000
Total Amount Budgeted:	460,000	

SIG Form 5b: School Budget Narrative

School Name: Explore College Prep

Activity Description	Subtotal	Object Code
School Counselor		
<ul style="list-style-type: none"> To support students' transition between Explore and their new—receiving—schools To work with counselors and teachers at receiving schools to ensure fit and facilitate transition 		
• 1.0 FTE * \$65,000/FTE/yr. * 0.25 yr.	16,250	1100
• Counselor Benefits (33%)	5,363	3000
Family Liaison		
<ul style="list-style-type: none"> To support families in the decision-making process regarding a new school To be a resource to families as their children transition into their new schools 		
• 1.0 FTE * \$55,000/FTE/yr. * 0.25 yr.	13,750	2300
• Family Liaison Benefits (33%)	4,538	3000
School Placement Specialist		
<ul style="list-style-type: none"> To identify potential receiving schools for each student and coordinate the “matches” To effectively manage the transfer of student records 		
• 0.5 FTE * \$55,000/FTE/yr. * 0.25 yr.	6,875	2400
• Placement Specialist Benefits (33%)	2,269	3000
Total Amount Budgeted:	49,045	

School Name: Elmhurst Community Prep

Activity Description	Subtotal	Object Code
Math Instructional Support Coach		
<ul style="list-style-type: none"> To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction 		
• 1.0 FTE * \$65,000/FTE/yr. * 3 yr.	195,000	1100
• Math Coach Benefits (33%)	65,000	3000
ELD Instructional Support Coach		
<ul style="list-style-type: none"> To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school 		
• 1.0 FTE * \$65,000/FTE/yr. * 3 yr.	195,000	1100
• ELD Coach Benefits (33%)	65,000	3000
Reading Specialist		
<ul style="list-style-type: none"> To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading 		
• 1.0 FTE * \$65,000/FTE/yr. * 3 yr.	195,000	1100
• Reading Specialist Benefits (33%)	65,000	3000
ELA Instructional Support Coach		
<ul style="list-style-type: none"> To support the incorporation of ELD strategies into the teaching of ELA and to facilitate inquiry around ELA instruction 		
• Contract with BayCES: 1 day/wk.	75,000	5800
Operations Coach		
<ul style="list-style-type: none"> To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. 		
• OUSD service: includes all costs for 1 day/wk.	105,000	2300
School Leadership Coach		
<ul style="list-style-type: none"> To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings 		
• OUSD service: includes all costs for 2 days/wk.	162,000	2300
Instructional Support Provider		
<ul style="list-style-type: none"> To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework This individual will work closely with all coaches to 		

Activity Description	Subtotal	Object Code
elicit feedback from them and align their work to the emerging framework		
• Consultant: includes all costs for 2 days/wk.	270,000	5800
Reform Researcher & Facilitator		
• To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan		
• Consultant: includes all costs for 1day/wk.	135,000	5800
Extended Day/Core Program Coordinator		
• To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program		
• 0.4 FTE * \$60,000/FTE/yr. * 3 yr.	72,000	1100
• Extended Day/Core Program Coordinator Benefits (33%)	24,000	3000
Aspiring Leaders Program		
• To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership		
• Planning and facilitation: <i>New Leaders for New Schools</i>	60,000	5800
• Teacher extended contracts	22,250	1100
• 4 teachers * \$23.16/hr. * 80 hr./yr. * 3 yr.		
• Aspiring Leaders Benefits (18%)	4,000	3000
Leadership Team Summer Retreat		
• To support planning of the broad framework for each year, and preparation for the staff summer planning retreat		
• 2 days		
• Facilitation: Coach/consultant	6,000	5800
• Retreat location	3,000	5600
• Retreat food	2,400	4700
• Principal and AP per diem		
• [(1 principal * \$400/day) + ((2 APs + 1 Resident) * \$320/day)] * 2 days/yr. * 3 yr.	8,160	1300
• Teacher extended contracts	5,560	1100
• 5 teachers * \$23.16/hr. * 8 hr./day * 2 days/yr. * 3 yr.		
• Leadership Team Retreat Benefits (admin.: 33%;	3,720	3000

Activity Description	Subtotal	Object Code
teachers: 18%)		
Leadership Team Summer Planning		
• Time for research, reflection, and planning for the year		
• Admin.: [(1 Principal \$400/day * 15 days/yr.) + ((2 APs + 1 Resident) * \$320/day * 10 days/yr.)]* 3 yr.	46,800	1300
• Teachers: 5 teachers * \$23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	13,900	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	18,100	3000
Staff Summer Planning Retreat		
• To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs		
• 5 days		
• Facilitation: Coach/consultant	18,000	5800
• Retreat location	21,000	5600
• Retreat food	12,000	4700
• Admin.: [(1 Principal \$400/day * 5 days/yr.) + ((2 APs + 1 Resident) * \$320/day * 5 days/yr.)]* 3 yr.	20,400	1300
• Teachers: 18 teachers * \$23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	50,000	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	15,800	3000
Summer Curriculum Writing		
• To develop EL student-specific curriculum in math and ELA		
• 2 teachers (with support of coaches)		
• 2 teachers * \$30.12/hr. * 8 hr. * 10 days/yr. * 3 yr.	14,500	1100
• Summer Curriculum Writing Benefits (18%)	2,600	3000
Summer Workshop on ELD Strategies		
• To learn from latest research and refine ELD strategies		
• Years two and three of grant only		
• (18 teachers + 4 coaches) * \$1500 ea./yr. * 2 yr.	66,000	5200
Extended Teacher Collaboration Time		
• To engage in data analysis, inquiry, and planning within and across subject areas		
• 18 teachers * \$23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr.	90,000	1100
• Teacher Collaboration Time Benefits (18%)	16,200	3000
Principal Cohort Meetings		

Activity Description	Subtotal	Object Code
<ul style="list-style-type: none"> To provide principals with a consistent group of peers for engaging in inquiry around problems of practice Principal of transformation school + 4 principal peers 8 hours per month 		
• Facilitation: Coach/consultant	24,000	5800
• Food	6,000	4700
• 5 principals * \$50/hr. * 8 hr./mo. * 9 mo./yr. * 3 yr.	54,000	1300
• Principal Cohort Meeting Benefits (33%)	18,000	3000
Family Support <ul style="list-style-type: none"> To teach families how best to support their students' academic progress – partnering with the school to ensure student success Contract with <i>Oakland Schools Foundation</i> (OSF) <ul style="list-style-type: none"> OSF has developed “FamELI”: a program specifically designed to engage and support families around academic issues 		
• Family Academic Support Director (0.5 FTE)	105,000	5800
• Family Academic Support Coordinators (2 * 0.5 FTE)	135,000	5800
• Program coaching and trainings	15,000	5800
• Family Resource Center <ul style="list-style-type: none"> First Year set-up: \$10,000; Years 2 & 3: \$3,500/yr. 	17,000	5800
• Family Academic Support Programs	24,000	5800
Extended Day Program <ul style="list-style-type: none"> 3 hours per day, 4 days per week Small group instruction, tutoring, homework assistance, and academically-oriented activities Supplements activities funded through ASES 		
<ul style="list-style-type: none"> Contract with <i>Citizen Schools</i> <ul style="list-style-type: none"> Year 1: 6th grade (\$216,000) Year 2: 6th grade plus subset of 7th grade (360,000) Year 3: 6th grade plus subset of 7th & 8th grades (504,000) <i>Citizen Schools</i> will collaborate with OUSD to secure funding to ensure sustainability of program 	1,080,000	5800
Student Transportation After Extended Day <ul style="list-style-type: none"> To provide safe passage between school and home for students in particularly dangerous neighborhoods 		
• 100 students * 1 bus/50 students * \$300/day/bus * 4 days/wk. * 36 wk.	86,400	5800

Activity Description	Subtotal	Object Code
Formative Assessment Software <ul style="list-style-type: none"> To support every teacher in the development of customized, frequent, formative assessments Will evaluate several programs prior to adoption 		
<ul style="list-style-type: none"> Year 1: 25,000; Year 2: 15,000; Year 3: 10,000 	50,000	4300
Diagnostic Software <ul style="list-style-type: none"> To support differentiated instruction for EL students Will evaluate several programs prior to adoption 		
<ul style="list-style-type: none"> ELD: 10,000 ELA: 15,000 Math: 20,000 Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3 	45,000	4300
Classroom Computer Hardware <ul style="list-style-type: none"> To support differentiated instruction for EL students All purchases Year 1, plus 5% replacement/repair in Years 2 & 3 		
<ul style="list-style-type: none"> 15 classrooms * 3 computers/classroom * \$1000/computer 10 classrooms * 1 smartboard/classroom * \$2500/smartboard 	75,000	4400
Teacher Laptops <ul style="list-style-type: none"> To support assessment development, data analysis, and individualized instruction <ul style="list-style-type: none"> Also enhances teachers' working conditions 		
<ul style="list-style-type: none"> (18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * \$1000/computer 	26,000	4400
Total Amount Budgeted:	3,903,790	

School Name: United for Success Academy

Activity Description	Subtotal	Object Code
Math Instructional Support Coach		
<ul style="list-style-type: none"> To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction 		
<ul style="list-style-type: none"> 1.0 FTE * \$65,000/FTE/yr. * 3 yr. 	195,000	1100
<ul style="list-style-type: none"> Math Coach Benefits (33%) 	65,000	3000
ELD Instructional Support Coach		
<ul style="list-style-type: none"> To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school 		
<ul style="list-style-type: none"> 1.0 FTE * \$65,000/FTE/yr. * 3 yr. 	195,000	1100
<ul style="list-style-type: none"> ELD Coach Benefits (33%) 	65,000	3000
Reading Specialist		
<ul style="list-style-type: none"> To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support growth in reading 		
<ul style="list-style-type: none"> 1.0 FTE * \$65,000/FTE/yr. * 3 yr. 	195,000	1100
<ul style="list-style-type: none"> Reading Specialist Benefits (33%) 	65,000	3000
Operations Coach		
<ul style="list-style-type: none"> To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. 		
<ul style="list-style-type: none"> OUSD service: includes all costs for 1 day/wk. 	105,000	2300
School Leadership Coach		
<ul style="list-style-type: none"> To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings 		
<ul style="list-style-type: none"> OUSD service: includes all costs for 2 days/wk. 	162,000	2300
Instructional Support Provider		
<ul style="list-style-type: none"> To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework 		
<ul style="list-style-type: none"> Consultant: includes all costs for 2 days/wk. 	270,000	5800
Reform Researcher & Facilitator		
<ul style="list-style-type: none"> To conduct research on structural elements of the 		

Activity Description	Subtotal	Object Code
transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan		
• Consultant: includes all costs for 1day/wk.	135,000	5800
Extended Day/Core Program Coordinator		
• To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program		
• 0.4 FTE * \$60,000/FTE/yr. * 3 yr.	72,000	1100
• Extended Day/Core Program Coordinator Benefits (33%)	24,000	3000
Aspiring Leaders Program		
• To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership		
• Planning and facilitation: <i>New Leaders for New Schools</i>	60,000	5800
• Teacher extended contracts		
• 4 teachers * \$23.16/hr. * 80 hr./yr. * 3 yr.	22,250	1100
• Aspiring Leaders Benefits (18%)	4,000	3000
Leadership Team Summer Retreat		
• To support planning of the broad framework for each year, and preparation for the staff summer planning retreat		
• 2 days		
• Facilitation: Coach/consultant	6,000	5800
• Retreat location	3,000	5600
• Retreat food	2,400	4700
• Principal and AP per diem		
• [(1 principal * \$400/day) + ((2 APs + 1 Resident) * \$320/day)] * 2 days/yr. * 3 yr.	8,160	1300
• Teacher extended contracts		
• 5 teachers * \$23.16/hr. * 8 hr./day * 2 days/yr. * 3 yr.	5,560	1100
• Leadership Team Retreat Benefits (admin.: 33%; teachers: 18%)	3,720	3000
Leadership Team Summer Planning		
• Time for research, reflection, and planning for the year		
• Admin.: [(1 Principal \$400/day * 15 days/yr.) + ((2	46,800	1300

Activity Description	Subtotal	Object Code
APs + 1 Resident) * \$320/day * 10 days/yr.)* 3 yr.		
• Teachers: 5 teachers * \$23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	13,900	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	18,100	3000
Staff Summer Planning Retreat		
• To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs		
• 5 days		
• Facilitation: Coach/consultant	18,000	5800
• Retreat location	21,000	5600
• Retreat food	12,000	4700
• Admin.: [(1 Principal \$400/day * 5 days/yr.) + ((2 APs + 1 Resident) * \$320/day * 5 days/yr.)* 3 yr.	20,400	1300
• Teachers: 18 teachers * \$23.16/hr. * 8 hr./day * 5 days/yr. * 3 yr.	50,000	1100
• Leadership Team Planning Benefits (admin.: 33%; teachers: 18%)	15,800	3000
Summer Curriculum Writing		
• To develop EL student-specific curriculum in math and ELA		
• 2 teachers (with support of coaches)		
• 2 teachers * \$30.12/hr. * 8 hr. * 10 days/yr. * 3 yr.	14,500	1100
• Summer Curriculum Writing Benefits (18%)	2,600	3000
Summer Workshop on ELD Strategies		
• To learn from latest research and refine ELD strategies		
• Years two and three of grant only		
• (18 teachers + 3 coaches) * \$1500 ea./yr. * 2 yr.	63,000	5200
Teacher Conflict Mediation Training and Support		
• Coach/consultant for PD training and individual coaching		
• 2-3 full PD days; 3-4 afternoon PD sessions; 5 – 10 days coaching		
• Year 1: 64 hr.; Year 2: 88 hr.; Year 3: 112 hr. o 264 hr. * \$125/hr.	33,000	5800
Extended Teacher Collaboration Time		
• To engage in data analysis, inquiry, and planning within and across subject areas		
• 18 teachers * \$23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr.	90,000	1100

Activity Description	Subtotal	Object Code
<ul style="list-style-type: none"> Teacher Collaboration Time Benefits (18%) 	16,200	3000
Principal Cohort Meetings <ul style="list-style-type: none"> To provide principals with a consistent group of peers for engaging in inquiry around problems of practice Principal of transformation school + 4 principal peers 8 hours per month 		
<ul style="list-style-type: none"> Facilitation: Coach/consultant 	24,000	5800
<ul style="list-style-type: none"> Food 	6,000	4700
<ul style="list-style-type: none"> 5 principals * \$50/hr. * 8 hr./mo. * 9 mo./yr. * 3 yr. 	54,000	1300
<ul style="list-style-type: none"> Principal Cohort Meeting Benefits (33%) 	18,000	3000
Student Retreats <ul style="list-style-type: none"> To build teacher – student relationships and generate commitment to academic success for all students 3 days at each grade level, staggered Admin. attend all retreats; each teacher attends for only one grade level Year 2 & 3 only 		
<ul style="list-style-type: none"> Retreat location <ul style="list-style-type: none"> 380 participants * \$25/participant/day * 3 days/yr. * 2 yr. 	57,000	5600
<ul style="list-style-type: none"> Retreat food <ul style="list-style-type: none"> 380 participants * \$20/participant/day * 3 days/yr. * 2 yr. 	45,600	4700
<ul style="list-style-type: none"> Admin.: [(1 principal * \$50/hr.) + ((2 APs + 1 Resident) * \$45/hr.)] * 8hr./day * 9 days/yr. * 2 yr. 	26,640	1300
<ul style="list-style-type: none"> Teachers: 18 teachers * \$35/hr. * 8 hr./day * 3 days/yr. * 2 yr. 	30,240	1100
<ul style="list-style-type: none"> Retreat Benefits (33%) 	18,800	3000
Family Support <ul style="list-style-type: none"> To teach families how best to support their students' academic progress – partnering with the school to ensure student success Contract with <i>Oakland Schools Foundation (OSF)</i> <ul style="list-style-type: none"> OSF has developed “FamELI”: a program specifically designed to engage and support families around academic issues 		
<ul style="list-style-type: none"> Family Academic Support Director (0.5 FTE) 	105,000	5800
<ul style="list-style-type: none"> Family Academic Support Coordinators (2 * 0.5 FTE) 	135,000	5800
<ul style="list-style-type: none"> Program coaching and trainings 	15,000	5800
<ul style="list-style-type: none"> Family Resource Center <ul style="list-style-type: none"> First Year set-up: \$10,000; Years 2 & 3: 	17,000	5800

Activity Description	Subtotal	Object Code
\$3,500/yr.		
• Family Academic Support Programs	24,000	5800
Extended Day Program		
<ul style="list-style-type: none"> • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities • Supplements activities funded through ASES 		
<ul style="list-style-type: none"> • Contract with <i>Citizen Schools</i> <ul style="list-style-type: none"> o Year 1: 6th grade (\$216,000) o Year 2: 6th grade plus subset of 7th grade (360,000) o Year 3: 6th grade plus subset of 7th & 8th grades (504,000) • <i>Citizen Schools</i> will collaborate with OUSD to secure funding to ensure sustainability of program 	1,080,000	5800
Student Transportation After Extended Day		
<ul style="list-style-type: none"> • To provide safe passage between school and home for students in particularly dangerous neighborhoods 		
<ul style="list-style-type: none"> • 100 students * 1 bus/50 students * \$300/day/bus * 4 days/wk. * 36 wk. 	86,400	5800
Classroom Sets of Leveled Books		
<ul style="list-style-type: none"> • To provide engaging and accessible texts for EL students • Acquire 1/3 of books per year for 3 years 		
<ul style="list-style-type: none"> • 18 classrooms * 100 books/classroom * \$10/book 	18,000	4200
Intervention Software		
<ul style="list-style-type: none"> • To provide individualized student support in ELA and Math • Will evaluate several programs prior to adoption • All purchases Year 1, plus 10% additional materials per year 		
<ul style="list-style-type: none"> • Year 1: 80,000; Year 2: 8,000; Year 3: 8,000 	96,000	4300
Diagnostic Software		
<ul style="list-style-type: none"> • To support differentiated instruction for EL students • Will evaluate several programs prior to adoption 		
<ul style="list-style-type: none"> • ELD: \$10,000 • ELA: \$15,000 • Math: \$20,000 • Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3 	45,000	4300
Classroom Computer Hardware		
<ul style="list-style-type: none"> • To support differentiated instruction for EL students 		

Activity Description	Subtotal	Object Code
<ul style="list-style-type: none"> • All purchases Year 1, plus 5% replacement/repair in Years 2 & 3 		
<ul style="list-style-type: none"> • 15 classrooms * 3 computers/classroom * \$1000/computer • 10 classrooms * 1 smartboard/classroom * \$2500/smartboard 	75,000	4400
Teacher Laptops <ul style="list-style-type: none"> • To support assessment development, data analysis, and individualized instruction <ul style="list-style-type: none"> o Also enhances teachers' working conditions 		
<ul style="list-style-type: none"> • (18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * \$1000/computer 	26,000	4400
Total Amount Budgeted:	4,101,070	

Notes

- Principals are always paid at a per diem rate for work done outside of the contractual year
 - o Approximately \$50/hr. for principals
- Teachers are paid on extended contracts when engaged in PD and not in contact with students
 - o \$23.16/hr.
- Teachers are paid a "Leading PD" rate when writing curriculum
 - o \$30.12/hr.
- Teachers are paid at a per diem rate when they are in contact with students, as in the student retreats for UfS
 - o Approximately \$35/hr.

SIG Form 9–Schools to Be Served

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
United for Success Academy	01 61259 0112763	11909	X						X			\$4,101,070
Elmhurst Community Prep	01 61259 0112789	11961	X						X			\$3,903,790

Explore	01 61259 0107276	10722	X					X					\$49,045

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Elmhurst Community Prep Tier: <u>I</u> or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>1.2</u> LEA (annually) <u>8</u> School (in addition to teachers annually) <u>10</u> Other (contractors)						
Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RP	Hire new principal	August 2009	1.0 FTE * \$80,000		OUSD general funding	OUSD NExOs

SD, IP, TA	Conduct Needs Assessments	March 2009-May 2010		.1 FTE \$65,000/yr. plus 33% benefits = \$8,645	OUSD employed staff, general funding, Cambridge Review	OUSD NExOs
FCE	Hold Public Meetings on SIG process	March-May 2010		Translation \$600 Babysitting \$600 Hospitality \$600 Total= \$1800	OUSD staff, Oakland Community Organizations facilitation and support	OUSD NExOs
SD, IP	Hold Staff Meetings on SIG process	March-May 2010		Hospitality \$300	OUSD employed staff, OUSD general funding	OUSD NExOs
IP	Hold OUSD Meetings on SIG process and reform model decisions	March-May 2010		Translation \$600	OUSD employed staff, BOE, OUSD general funding, Oakland Schools Foundation	OUSD NExOs
OF, TA	Schools Employ Results Based Budgeting to develop strategy for implementation of SIG Transformation plan.	May 2010-June 2013		N/A	OUSD central office support, NExOs, Principals, OSF operational support	OUSD NExOs
TA	Hire Transformation Support Coordinator: This position will facilitate compliance with grant guidelines and facilitate regular reporting and	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits= \$60,000/ 2	OUSD central office support, NExOs, Principals	OUSD NExOs

	participate in Quarterly SIG Assessment Team Meetings			schools = \$30,000		
ES, IRR, RPR	Hire Teacher Evaluation Development Coordinator: This position will coordinate the teacher evaluation design process in respect to district policies and practices	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits= \$60,000/ 2 schools = \$30,000	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	Launch Teacher Evaluation Advisory Group (principals): To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes teachers and will meet at least monthly.	August 2010-June 2013		5 principals * \$50/hr. * 100 hr./yr. * 3 yr. = \$75,000/ 2 schools = \$37,500	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	Launch Teachers' Evaluation Advisory Group (teachers): To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group	August 2010-June 2013		5 teachers * \$23.16/hr. * 100 hr./yr. * 3 yr. plus 18% benefits =\$55,000/ 2 schools = \$27,500	OUSD central office support, NExOs	OUSD NExOs

	includes principals and will meet at least monthly.					
PD, IP, SD, TA	Hire Formative Assessment Developer & Coach: <ul style="list-style-type: none"> • To work with teachers to develop their own assessments and incorporate district assessments into their practice. Will work with district's Research and Assessment team. 	August 2010-June 2013		0.4 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$120,000/ 2 schools = \$60,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, SD, IP	Launch Overall School Evaluation: <ul style="list-style-type: none"> • To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan • Team of 4-5 central office personnel engaged for ± 1 week/yr. 	August 2010-June 2013		0.1 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$30,000/ 2 schools = \$15,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, IP	Launch Evaluation of Program Elements: <ul style="list-style-type: none"> • To assess efficacy of selected elements of plan (e.g., extended day program) and provide data for ongoing 	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$60,000/ 2 schools =	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs

	modification of elements, on a more regular basis than yearly evaluation • 1-2 individuals from Research and Assessment team			\$30,000		
PD, IP, SD, TA	Hire Math Instructional Support Coach To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	Hire ELD Instructional Support Coach To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	Hire Reading Specialist To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons to specifically support	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs

	growth in reading					
PD, IP, SD, TA	Hire ELA Instructional Support Coach To support the incorporation of ELD strategies into the teaching of ELA and to facilitate inquiry around ELA instruction	August 2010 (continue through June 2011)	Contract with BayCES: 1 day/wk. = \$75,000		OUSD central office support, BayCES	OUSD NExOs
PD, SD, TA, OF	Hire Operations Coach To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. (OUSD service: includes all costs for 1 day/wk.)	August 2010 (continue through June 2013)	\$105,000		OUSD central office support, OSF operational support	OUSD NExOs

OF, TA, PD, RPR	Hire School Leadership Coach To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings (OUSD service: includes all costs for 2 days/wk.)	August 2010 (continue through June 2013)	\$162,000		OUSD central office support, OSF operational support	OUSD NExOs
PD, IP, SD, TA	Hire Instructional Support Provider <ul style="list-style-type: none"> To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework (Consultant: includes all costs for 2 days/wk.) 	August 2010 (continue through June 2013)	\$270,000		OUSD central office support, consultants to be determined	OUSD NExO

SD, IP, PD, TA	Hire Reform Researcher & Facilitator To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan (Consultant: includes all costs for 1day/wk.)	August 2010 (continue through June 2013)	\$135,000		OUSD central office support, consultants to be determined	OUSD NExOs,
ILT, SD, IP	Hire Extended Day/Core Program Coordinator To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program, facilitating regular meetings and increasing communication between stakeholders.	August 2010 (continue through June 2013)	0.4 FTE * \$60,000/FTE/yr. * 3 yr. plus 33% benefits = \$96,000		OUSD central office support	OUSD NExOs, Principal

PD, RPR, IRR, TA	Launch Aspiring Leaders Program To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership	October 2010 (continue through June 2013)	Planning and facilitation: <i>New Leaders for New Schools</i> = \$60,000 Teacher extended contracts 4 teachers * \$23.16/hr. * 80 hr./yr. * 3 yr. = \$22,250 Aspiring Leaders Benefits (18%) = \$4,000 Total = \$86,250		New Leaders, OUSD central office	OUSD NExOs, Principal, New Leaders
PD, SD, IP, ILT, TA	Hold Leadership Team Summer Retreat To support planning of the broad framework for each year, and preparation for the staff, hold 2-day summer planning retreat	June 2010, June 2011, June 2012	<ul style="list-style-type: none"> Facilitation: Coach/consultant \$6,000 Retreat location and hospitality \$6400 Per diems \$8,160 Teacher extended contracts= 5 teachers * \$5,560 Leadership Team Retreat Benefits \$3,720 = 		Consultants TBD	OUSD NExOs, Principal

			3 year total \$29,840			
PD, SD, ILT, IP	Hold Leadership Team Summer Planning Sessions Time for research, reflection, and planning for the year	5 Times per year over 3 years August 2010- June 2013	<ul style="list-style-type: none"> Admin.: \$46,800 Teachers: \$13,900 Leadership Team Planning Benefits \$18,100 = Total \$78,800		School site teams, central office support	OUSD NExOs, Principal
PD, SD, ILT, IP, RPR	Hold 5-day Staff Summer Planning Retreat To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs	August 2010, August 2011, August 2012	<ul style="list-style-type: none"> Facilitation: Coach \$18,000 Retreat location and hospitality \$33,000 Admin.: \$20,400 Teachers: 18 teachers \$50,000 Benefits \$15,800 = 3 year Total		Consultants TBD, School site teams, central office support	Principal

			\$137,200			
SD, IP, ILT	Hold Summer Curriculum Writing Sessions To develop EL student-specific curriculum in math and ELA, we will hold sessions with 2 lead teachers (with support of coaches).	Summer 2010, Summer 2011, Summer 2012	<ul style="list-style-type: none"> • 2 teachers * 8 hr. * 10 days/yr. * 3 yr. \$14,500 • Benefits (18%) \$2,600 = \$17,100		School site teams, coaches, central office support	Principal
ILT, PD, SD, IP	Summer Workshop on ELD Strategies To learn from latest research and refine ELD strategies, we will hold workshops with all teachers and coaches. *Years two and three of grant only	July 2011 and July 2012	(18 teachers + 4 coaches) * \$1500 ea./yr. * 2 yr. = \$66,000		School site teams, coaches, central office support	Principal

ILT, SD, IP, TA	<p>Launch Extended Day Program</p> <ul style="list-style-type: none"> • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities <p>Supplements activities funded through ASES</p>	September 2010-June 2013	<ul style="list-style-type: none"> • Contract with <i>Citizen Schools</i> <p>Year 1: 6th grade (\$216,000)</p> <p>Year 2: 6th grade plus subset of 7th grade (360,000)</p> <p>Year 3: 6th grade plus subset of 7th & 8th grades (504,000)</p> <p><i>Citizen Schools</i> will collaborate with OUSD to secure funding to ensure sustainability of program</p> <p>Total cost \$1,080,000</p>		Citizen Schools, central office support, ASES funding	OUSD NExOs, Principal, Citizen Schools
ILT	<p>Provide Student Transportation After Extended Day</p> <p>To provide safe passage between school and home for students in particularly dangerous neighborhoods</p>	4 days per week September through June (2010-2013)	* \$300/day * 4 days/wk. * 36 wk. = \$86,400 annually		Funding provided by SIG	Principal

ILT, PD, SD, IP, RPR	Implement Extended Learning Time Plan with teachers: -Teachers participate in increased professional development and Professional Learning Communities (additional teacher planning and collaboration time weekly, to engage in data analysis, inquiry, and planning within and across subject areas)	2 hours weekly during school-year: August 2010-June 2013	<ul style="list-style-type: none"> 18 teachers * \$23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr. 90,000 Teacher Benefits (18%) \$16,200 = Total \$106,200		OUSD central office support, partners TBD	OUSD NExOs, Principal
RPR, PD, TA, IP	Principal Cohort Meetings <ul style="list-style-type: none"> To provide principals with a consistent group of peers for engaging in inquiry around problems of practice Principal of transformation school + 4 principal peers will meet 8 hours per month 	Monthly September 2010-June 2013	<ul style="list-style-type: none"> Facilitation: Coach/consultant \$24,000 Food \$6,000 5 principals * \$54,000 Principal Cohort Benefits (33%) \$18,000 =Total \$112,000		OUSD central office support, partners TBD	OUSD NExOs
FCE, TA, PD	Launch Family Engagement and Support Program: To teach families how best to support their students' academic progress – partnering with the school	Make hires August 2010 Monthly Meetings September	<ul style="list-style-type: none"> Family Academic Support Director (0.5 FTE over 3 years) \$105,000 Family Academic Support 		Oakland Schools Foundation, OUSD central office support	Principal, OSF

	<p>to ensure student success. The <i>Oakland Schools Foundation</i> (OSF) has developed “FamELI”: a program specifically designed to strengthen school programs that engage and support families around academic issues. Hire staff and dedicate space to FRC. Conduct baseline surveys, participate in coaching and PLCs with OSF FamELI Collaborative. Employ FamELI toolkit in order to build systems needed to integrate and align program into schoolwide goals.</p>	<p>-June 2010-2013</p> <p>Quarterly surveys, coaching sessions, and Collaborative Meetings for Principals 2010-2013</p>	<p>Coordinators (2 * 0.5 FTE over 3 years) \$135,000</p> <ul style="list-style-type: none"> • Program coaching and trainings \$15,000 • Family Resource Center First Year set-up: \$10,000; Years 2 & 3: \$3,500/yr. Total 3 years = \$17,000 • Family Academic Support Programs \$24,000 <p>3 year Total= \$296,000</p>			
TA, PD, SD, IP	<p>Purchase Formative Assessment Software: To support every teacher in the development of customized, frequent, formative assessments, staff will evaluate several programs and then choose one research-based program to implement.</p>		<p>Year 1: \$25,000; Year 2: \$15,000; Year 3: \$10,000</p>		<p>OUSD central office support, partners TBD</p>	Principal

TA, PD, SD, IP	Purchase Diagnostic Software: To support differentiated instruction for EL students, staff will evaluate several programs and then choose one research-based program for adoption.		<ul style="list-style-type: none"> • ELD: \$10,000 • ELA: \$15,000 • Math: \$20,000 Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3		OUSD central office support, partners TBD	Principal
TA, SD	Purchase Classroom Computer Hardware: To support differentiated instruction for EL students. (All purchases Year 1, plus 5% replacement/repair in Years 2 & 3)	September 2010	<ul style="list-style-type: none"> • 15 classrooms * 3 computers/classroom *\$1000/computer 10 classrooms *1 smartboard/classroom * \$2500/smartboard = \$75,000		OUSD central office support	Principal
IRR, SD, RPR	Purchase Teacher Laptops: To support assessment development, data analysis, and individualized instruction Laptops for teachers will also be used to further enhance teachers' working conditions.	September 2010	(18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * \$1000/computer =\$26,000		OUSD central office support	Principal

School: Explore Middle School Tier: <u>I</u> or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>.6</u> LEA <u> </u> School <u> </u> Other						

Acronym	Services & Activities	Timeline	Projected Costs	School	LEA	Resources	Oversight
SD, IP, TA	Conduct Needs Assessments	Fall 2009		.1 FTE \$65,000/yr. plus 33% benefits = \$8,645		OUSD employed staff, general funding, Cambridge Review	OUSD NExOs
FCE	Hold Public Meetings on SIG process	March-May 2010		Translation \$600 Babysitting \$600 Hospitality \$600 Total= \$1800		OUSD staff facilitation and support	OUSD NExOs
SD, IP	Hold Staff Meetings on SIG process	March-May 2010		Hospitality \$300		OUSD employed staff, OUSD general funding	OUSD NExOs
IP	Hold OUSD Meetings on SIG process and reform model decisions	March-May 2010		Translation \$600		OUSD employed staff, BOE, OUSD general funding	OUSD NExOs
CS	Close School: Based on needs	July				OUSD central	OUSD

	assessment and data analysis, OUSD decided to close Explore and support students to enroll in higher performing middle schools.	2010			office	NExOs and Portfolio Management

OSE, CP	Hire School Counselor <ul style="list-style-type: none"> To support students' transition between Explore and their new —receiving—schools To work with counselors and teachers at receiving schools to ensure fit and facilitate transition 	July 2010 – December 2010	<ul style="list-style-type: none"> 1.0 FTE * \$65,000/FT E/yr. * 0.25 yr. = \$16,250 Counselor Benefits (33%) = \$5,363 		OUSD central office	OUSD NExOs and Portfolio Management
OSE	Hire Family Liaison <ul style="list-style-type: none"> To support families in the decision-making process regarding a new school To be a resource to families as their children transition into their new schools 	July 2010 – December 2010	<ul style="list-style-type: none"> 1.0 FTE * \$55,000/FT E/yr. * 0.25 yr. = \$13,750 Family Liaison Benefits (33%) = \$4,538 		OUSD central office	OUSD NExOs and Portfolio Management

OSE, CP	School Placement Specialist <ul style="list-style-type: none"> To identify potential receiving schools for each student and coordinate the “matches” To effectively manage the transfer of student records	July 2010 – December 2010	<ul style="list-style-type: none"> 0.5 FTE * \$55,000/FT E/yr. * 0.25 yr. = \$6,875 Placement Specialist Benefits (33%) = \$2,269 		OUSD central office	OUSD NExOs and Portfolio Management

School: United For Success Academy Tier <u>I</u> or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>1.2</u> LEA (annually) <u>7</u> School (in addition to teachers annually) <u>10</u> Other (contractors)						
Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight

RP	Hire new principal	August 2009	1.0 FTE * \$80,000		USD general funding	USD NExOs
SD, IP, TA	Conduct Needs Assessments	March 2009-May 2010		.1 FTE \$65,000/yr. plus 33% benefits = \$8,645	USD employed staff, general funding	USD NExOs
FCE	Hold Public Meetings on SIG process	March-May 2010		Translation \$600 Babysitting \$600 Hospitality \$600 Total=\$1800	USD staff, Oakland Community Organizations facilitation and support	USD NExOs
SD, IP	Hold Staff Meetings on SIG process	March-May 2010		Hospitality \$300	USD employed staff, USD general funding	USD NExOs
IP	Hold USD Meetings on SIG process and reform model decisions	March-May 2010		Translation \$600	USD employed staff, BOE, USD general funding, Oakland Schools Foundation	USD NExOs
OF, TA	Schools Employ Results Based Budgeting to develop strategy for implementation of SIG Transformation plan.	May 2010-June 2013		N/A	USD central office support, NExOs, Principals, OSF operational support	USD NExOs

TA	Hire Transformation Support Coordinator: This position will facilitate compliance with grant guidelines and facilitate regular reporting and participate in Quarterly SIG Assessment Team Meetings	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits= \$60,000/ 2 schools = \$30,000	OUSD central office support, NExOs, Principals	OUSD NExOs
ES, IRR, RPR	Hire Teacher Evaluation Development Coordinator: This position will coordinate the teacher evaluation design process in respect to district policies and practices	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits= \$60,000/ 2 schools = \$30,000	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	Launch Teacher Evaluation Advisory Group (principals): To provide support and guidance for each schools' design, implementation, and evaluation of new teacher evaluation – group includes teachers and will meet at least monthly.	August 2010-June 2013		5 principals * \$50/hr. * 100 hr./yr. * 3 yr. = \$75,000/ 2 schools = \$37,500	OUSD central office support, NExOs	OUSD NExOs
TA, PD, RPR, ES, IRR	Launch Teachers' Evaluation Advisory Group (teachers): To provide support and guidance for each	August 2010-June 2013		5 teachers * \$23.16/hr. * 100 hr./yr. * 3 yr. plus 18%	OUSD central office support, NExOs	OUSD NExOs

	schools' design, implementation, and evaluation of new teacher evaluation – group includes principals and will meet at least monthly.			benefits =\$55,000/ 2 schools = \$27,500		
PD, IP, SD, TA	Hire Formative Assessment Developer & Coach: • To work with teachers to develop their own assessments and incorporate district assessments into their practice. Will work with district's Research and Assessment team.	August 2010-June 2013		0.4 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$120,000/ 2 schools = \$60,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, SD, IP	Launch Overall School Evaluation: • To assess efficacy of implementation of overall plan and provide data for ongoing modification of plan • Team of 4-5 central office personnel engaged for ± 1 week/yr.	August 2010-June 2013		0.1 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$30,000/ 2 schools = \$15,000	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs
TA, IP	Launch Evaluation of Program Elements: • To assess efficacy of selected elements of plan (e.g., extended day program) and provide	August 2010-June 2013		0.2 FTE* \$75,000/ FTE/yr. * 3 yr. plus 33% benefits = \$60,000/ 2	OUSD central office support, Research and Assessment, NExOs	OUSD NExOs

	data for ongoing modification of elements, on a more regular basis than yearly evaluation • 1-2 individuals from Research and Assessment team					
					schools = \$30,000	
PD, IP, SD, TA	Hire Math Instructional Support Coach To support the incorporation of ELD strategies into the teaching of math and to build teachers' instructional capacity for differentiating instruction	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	Hire ELD Instructional Support Coach To support the incorporation of ELD strategies across all instructional areas and to develop tailored ELD curricula for each school	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs
PD, IP, SD, TA	Hire Reading Specialist To develop and administer reading diagnostic assessments, collect and analyze data, and assist groups of teachers with the planning and implementation of lessons	August 2010 (continue through June 2013)	1.0 FTE * \$65,000/FTE/yr. * 3 yr. plus 33% benefits = \$260,000		OUSD central office support	OUSD NExOs

	to specifically support growth in reading					
PD, SD, TA, OF	Hire Operations Coach To build leadership team and office staff capacity to support operational aspects of the school, including budget management, HR, maintenance, etc. (OUSD service: includes all costs for 1 day/wk.)	August 2010 (continue through June 2013)	\$105,000		OUSD central office support, OSF operational support	OUSD NExOs
OF, TA, PD, RPR	Hire School Leadership Coach To develop the capacity of the principal, assistant principal, and school leadership team, and to support the facilitating of leadership team meetings (OUSD service: includes all costs for 2 days/wk.)	August 2010 (continue through June 2013)	\$162,000		OUSD central office support, OSF operational support	OUSD NExOs

PD, IP, SD, TA	Hire Instructional Support Provider <ul style="list-style-type: none"> To assist with the development of an overall instructional framework for the school, and to guide the development of tools to support this framework This individual will work closely with all coaches to elicit feedback from them and align their work to the emerging framework (Consultant: includes all costs for 2 days/wk.) 	August 2010 (continue through June 2013)	\$270,000		OUSD central office support, consultants to be determined	OUSD NExO
SD, IP, PD, TA	Hire Reform Researcher & Facilitator To conduct research on structural elements of the transformation model, in particular teacher evaluation and extended day scheduling, and facilitate teams of teachers and administrators to analyze, adopt, inquire around, and revise these elements of the plan (Consultant: includes all	August 2010 (continue through June 2013)	\$135,000		OUSD central office support, consultants to be determined	OUSD NExOs,

	costs for 1day/wk.)					
ILT, SD, IP	Hire Extended Day/Core Program Coordinator To manage the curricular integration of the core program with the extended day program, and act as a liaison between core teachers and those teaching in the extended day program, facilitating regular meetings and increasing communication between stakeholders.	August 2010 (continue through June 2013)	0.4 FTE * \$60,000/FTE/yr. * 3 yr. plus 33% benefits = \$96,000		OUSD central office support	OUSD NExOs, Principal
PD, RPR, IRR, TA	Launch Aspiring Leaders Program To systematically develop the leadership capacity of teachers who have an interest in, and ability to engage in, school leadership	October 2010 (continue through June 2013)	Planning and facilitation: <i>New Leaders for New Schools</i> = \$60,000 Teacher extended contracts 4 teachers * \$23.16/hr. * 80 hr./yr. * 3 yr. = \$22,250		New Leaders, OUSD central office	OUSD NExOs, Principal, New Leaders

			Aspiring Leaders Benefits (18%) = \$4,000 Total = \$86,250			
PD, SD, IP, ILT, TA	Hold Leadership Team Summer Retreat To support planning of the broad framework for each year, and preparation for the staff, hold 2-day summer planning retreat	June 2010, June 2011, June 2012	<ul style="list-style-type: none"> • Facilitation: Coach/consultant \$6,000 • Retreat location and hospitality \$6400 • Per diems \$8,160 • Teacher extended contracts= 5 teachers * \$5,560 • Leadership Team Retreat Benefits \$3,720 = 3 year total \$29,840		Consultants TBD	OUSD NExOs, Principal

PD, SD, ILT, IP	Hold Leadership Team Summer Planning Sessions Time for research, reflection, and planning for the year	5 Times per year over 3 years August 2010- June 2013	<ul style="list-style-type: none"> • Admin.: \$46,800 • Teachers: \$13,900 • Leadership Team Planning Benefits \$18,100 = Total \$78,800		School site teams, central office support	OUSD NExOs, Principal
PD, SD, ILT, IP, RPR	Hold 5-day Staff Summer Planning Retreat To support planning curriculum and instruction within the framework of the transformation plan – focused on accelerating the learning of ELs	August 2010, August 2011, August 2012	<ul style="list-style-type: none"> • Facilitation: Coach \$18,000 • Retreat location and hospitality \$33,000 • Admin.: \$20,400 • Teachers: 18 teachers \$50,000 • Benefits \$15,800 = 3 year Total \$137,200		Consultants TBD, School site teams, central office support	Principal

SD, IP, ILT	Hold Summer Curriculum Writing Sessions To develop EL student-specific curriculum in math and ELA, we will hold sessions with 2 lead teachers (with support of coaches).	Summer 2010, Summer 2011, Summer 2012	<ul style="list-style-type: none"> • 2 teachers * 8 hr. * 10 days/yr. * 3 yr. \$14,500 • Benefits (18%) \$2,600 = \$17,100 		School site teams, coaches, central office support	Principal
ILT, PD, SD, IP	Summer Workshop on ELD Strategies To learn from latest research and refine ELD strategies, we will hold workshops with all teachers and coaches. *Years two and three of grant only	July 2011 and July 2012	(18 teachers + 3 coaches) * \$1500 ea./yr. * 2 yr. = \$63,000		School site teams, coaches, central office support	Principal
FCE, PD	Teacher Conflict Mediation Training and Support <ul style="list-style-type: none"> • Coach/consultant for PD training and individual coaching • 2-3 full PD days; 3-4 afternoon PD sessions; 5 – 10 days coaching 		Year 1: 64 hr.; Year 2: 88 hr.; Year 3: 112 hr.= 264 hr. *\$125/hr. = \$33,000		School site teams, coaches, central office support	Principal

ILT, SD, IP, TA	<p>Launch Extended Day Program</p> <ul style="list-style-type: none"> • 3 hours per day, 4 days per week • Small group instruction, tutoring, homework assistance, and academically-oriented activities <p>Supplements activities funded through ASES</p>	September 2010-June 2013	<ul style="list-style-type: none"> • Contract with <i>Citizen Schools</i> <p>Year 1: 6th grade (\$216,000)</p> <p>Year 2: 6th grade plus subset of 7th grade (360,000)</p> <p>Year 3: 6th grade plus subset of 7th & 8th grades (504,000)</p> <p><i>Citizen Schools</i> will collaborate with OUSD to secure funding to ensure sustainability of program</p> <p>Total cost \$1,080,000</p>		Citizen Schools, central office support, ASES funding	OUSD NExOs, Principal, Citizen Schools
ILT	<p>Provide Student Transportation After Extended Day</p> <p>To provide safe passage between school and home for students in particularly dangerous neighborhoods</p>	4 days per week September through June (2010-2013)	* \$300/day * 4 days/wk. * 36 wk. = \$86,400 annually		Funding provided by SIG	Principal

	Purchase Classroom Sets of Leveled Books <ul style="list-style-type: none"> To provide engaging and accessible texts for EL students Acquire 1/3 of books per year for 3 years	September 2010 September 2011 September 2012	<ul style="list-style-type: none"> 18 classrooms * 100 books/classroom * \$10/book = \$18,000 		Funded by SIG	Principal
	Student Retreats <ul style="list-style-type: none"> To build teacher – student relationships and generate commitment to academic success for all students 3 days at each grade level, staggered Admin. attend all retreats; each teacher attends for only one grade level Year 2 & 3 only 	November 2011 November 2012	<ul style="list-style-type: none"> Retreat 380 participants * \$45/participant/day * 3 days/yr. * 2 yr. = \$102,600 Admin and teachers extended contract: \$76,640 		Funding by SIG, partners TBD	Principal
ILT, PD, SD, IP, RPR	Implement Extended Learning Time Plan with teachers: <ul style="list-style-type: none"> Teachers participate in increased professional development and Professional Learning Communities (additional teacher planning and collaboration time weekly, 	2 hours weekly during school-year: August 2010-June 2013	<ul style="list-style-type: none"> 18 teachers * \$23.16/hr. * 2hr./wk. * 36 wk./yr. * 3 yr. 90,000 Teacher Benefits (18%) \$16,200 		OUSD central office support, partners TBD	OUSD NExOs, Principal

	to engage in data analysis, inquiry, and planning within and across subject areas)		= Total \$106,200			
RPR, PD, TA, IP	Principal Cohort Meetings <ul style="list-style-type: none"> To provide principals with a consistent group of peers for engaging in inquiry around problems of practice Principal of transformation school + 4 principal peers will meet 8 hours per month 	Monthly September 2010-June 2013	<ul style="list-style-type: none"> Facilitation: Coach/consultant \$24,000 Food \$6,000 5 principals * \$54,000 Principal Cohort Benefits (33%) \$18,000 =Total \$112,000		OUSD central office support, partners TBD	OUSD NExOs
FCE, TA, PD	Launch Family Engagement and Support Program: To teach families how best to support their students' academic progress – partnering with the school to ensure student success. The <i>Oakland Schools Foundation</i> (OSF) has developed “FamELI”:	Make hires August 2010 Monthly Meetings September -June 2010-2013 Quarterly surveys,	<ul style="list-style-type: none"> Family Academic Support Director (0.5 FTE over 3 years) \$105,000 Family Academic Support Coordinators (2 * 0.5 FTE over 3 years) \$135,000 Program 		Oakland Schools Foundation, OUSD central office support	Principal, OSF

	<p>a program specifically designed to strengthen school programs that engage and support families around academic issues.</p> <p>Hire staff and dedicate space to FRC. Conduct baseline surveys, participate in coaching and PLCs with OSF FamELI Collaborative. Employ FamELI toolkit in order to build systems needed to integrate and align program into schoolwide goals.</p>	<p>coaching sessions, and Collaborative Meetings for Principals 2010-2013</p>	<p>coaching and trainings \$15,000</p> <ul style="list-style-type: none"> Family Resource Center First Year set-up: \$10,000; Years 2 & 3: \$3,500/yr. Total 3 years = \$17,000 Family Academic Support Programs \$24,000 <p>3 year Total= \$296,000</p>			
TA, PD, SD, IP	<p>Purchase Intervention Software: To provide individualized student support in ELA and Math Will evaluate several programs prior to adoption</p> <p>All purchases Year 1</p>		<p>Year 1: 80,000 Year 2: 8,000 Year 3: 8,000</p>		<p>OUSD central office support, partners TBD</p>	Principal
TA, PD, SD, IP	<p>Purchase Diagnostic Software: To support differentiated instruction for EL students, staff will evaluate several programs and then choose one research-based program for</p>		<ul style="list-style-type: none"> ELD: \$10,000 ELA: \$15,000 Math: \$20,000 <p>Estimate expenditure of 60% in Year 1; 30% in Year 2; and 10% in Year 3</p>		<p>OUSD central office support, partners TBD</p>	Principal

	adoption.					
TA, SD	Purchase Classroom Computer Hardware: To support differentiated instruction for EL students. (All purchases Year 1, plus 5% replacement/repair in Years 2 & 3)	September 2010	<ul style="list-style-type: none"> 15 classrooms * 3 computers/classroom *\$1000/computer 10 classrooms *1 smartboard/classroom * \$2500/smartboard = \$75,000		OUSD central office support	Principal
IRR, SD, RPR	Purchase Teacher Laptops: To support assessment development, data analysis, and individualized instruction Laptops for teachers will also be used to further enhance teachers' working conditions.	September 2010	(18 teachers + 1 principal + 2 APs + 1 Resident + 4 coaches) * \$1000/computer =\$26,000		OUSD central office support	Principal

Appendix:

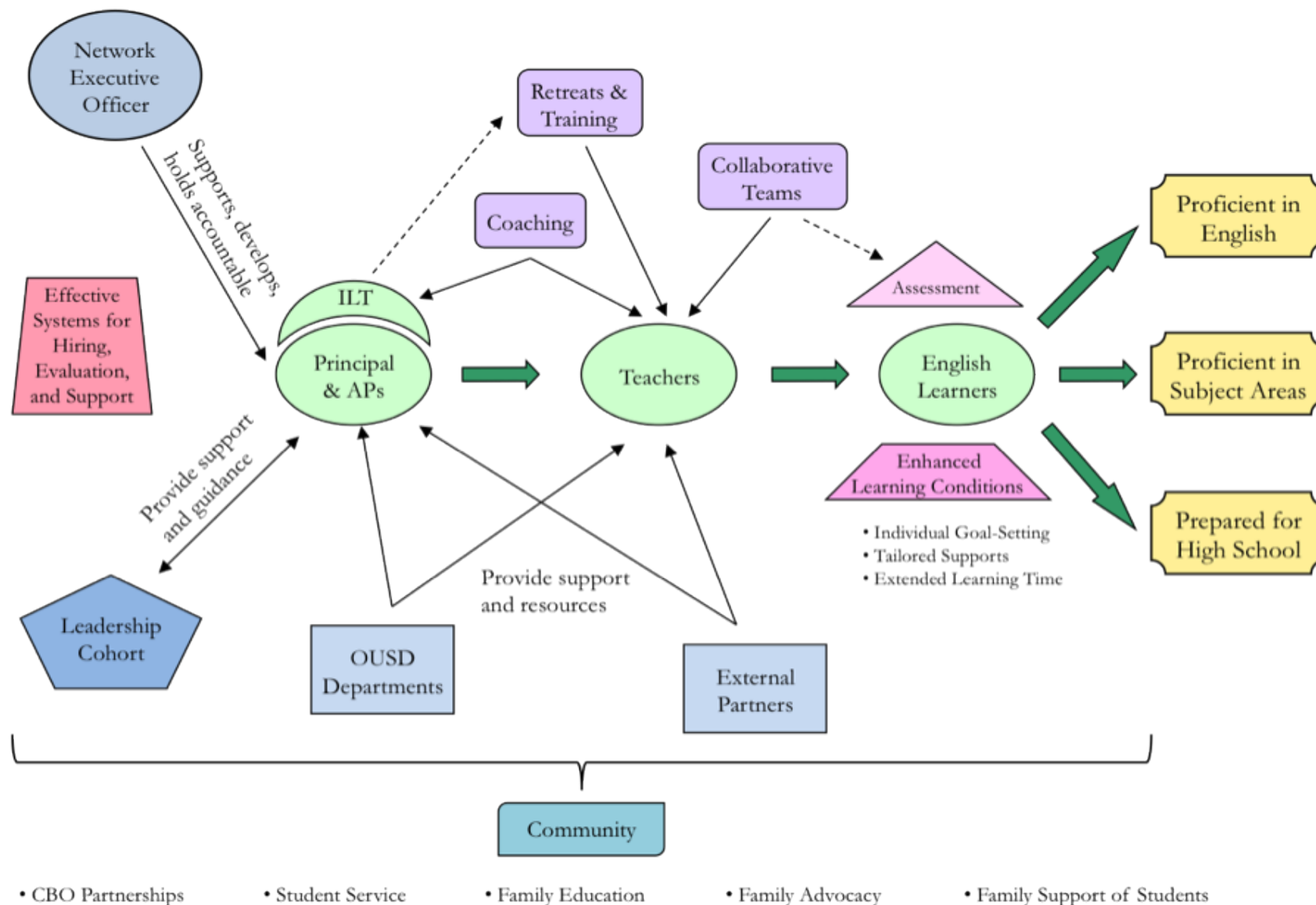
- OUSD Board Resolutions
- Partner Letters of Support
- Theory of Action
- Needs Analysis Documents
- Schools' Data
- Public Notices and Announcements
- OUSD Overview
- Schools SIG Feedback Forms
- Meeting Sign-in Sheets, Agendas

2009 ACADEMIC PERFORMANCE INDEX GROWTH: OUSD

School	2009 Growth	2008 Base	08-09 Growth Target	08-09 Actual Growth	Met Target		
					Schoolwide	Subgroups	Schoolwide and Subgroups
Alliance Academy	629	640	8	-11	No	No	No
Elmhurst Community Prep	647	655	7	-8	No	No	No
Explore Middle	552	598	10	-46	No	No	No
Roots International Academy	575	578	11	-3	No	No	No
United for Success Academy	570	B*	B	B	N/A	N/A	N/A

*Did not have a valid 2008 Base

Overall Theory of Action

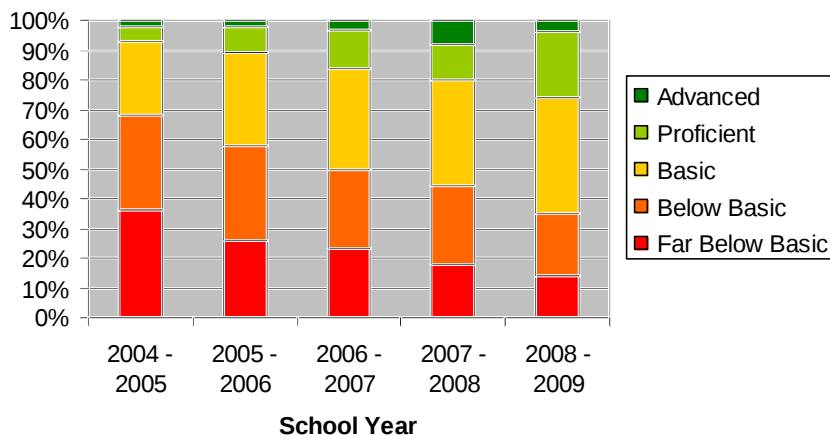


Alliance Academy Data Analysis

This document contains data regarding CST scores, community opinion, attendance, and API scores at Alliance Academy.

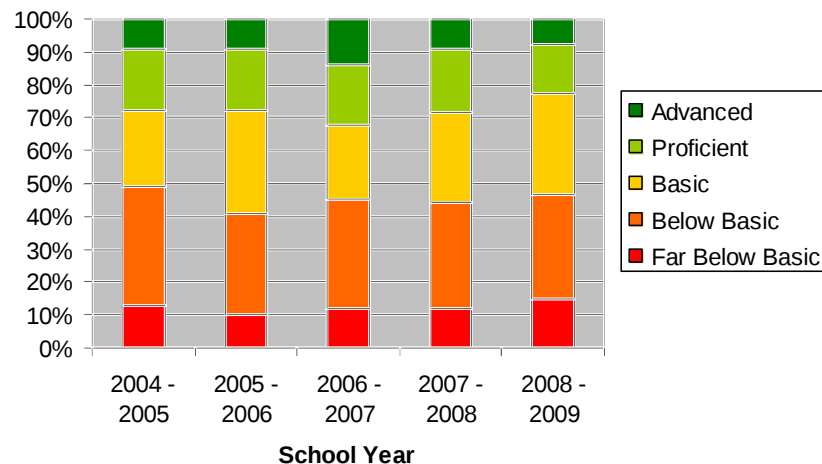
I. CST scores

English Language Arts - Overall Percent at Each Performance Level



Source: Edusoft

Mathematics - Overall Percent at Each Performance Level

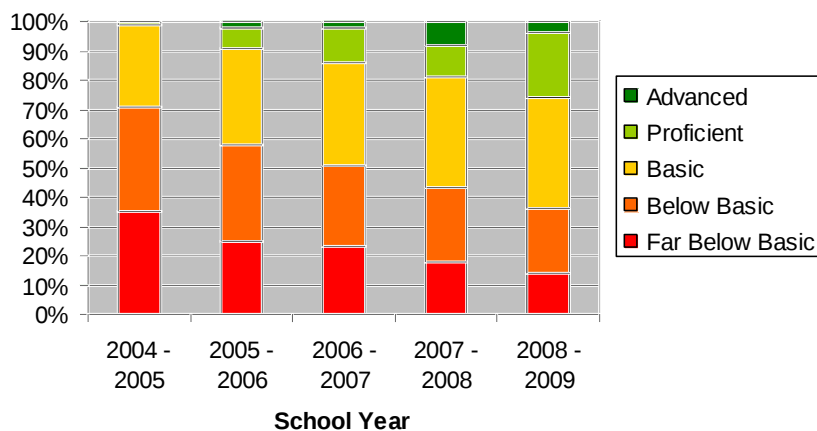


Source: Edusoft

This graph shows CST data for English Language Arts from the past 5 years. The Advanced, Proficient, and Basic bands have steadily increased while the Below Basic and Far Below Basic bands have dramatically decreased. Over the past 5 years, Alliance students have shown extreme growth, and we predict a similar growth in future years.

This graph shows CST data for Mathematics from the past 5 years. There is little change in test scores over the years, and Alliance recognizes this as an opportunity for improvement. We are currently working closely with the Swun Math program, and we have a Swun math coach who works once a week with our 6th and 7th grade math teachers. We have seen positive benchmark results from the 6th and 7th grades, with marked growth from the beginning of the school year to the middle of the year. Next year, we plan to continue our work in the 6th and 7th grades, as well as place a heavy focus on our 8th grade Algebra classes, since we showed the greatest decline in scores in our 8th grade scores from 2009.

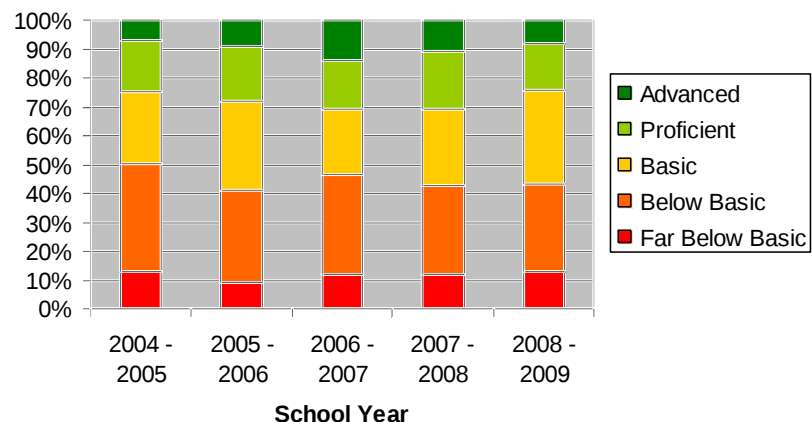
English Language Arts - Overall Socioeconomically Disadvantaged Percent at Each Performance Level



Source: Edusoft

This graph shows CST ELA data from just our socioeconomically disadvantaged students. Alliance has successfully helped many students move from the Below Basic category into Basic, and from the Basic category into Proficient

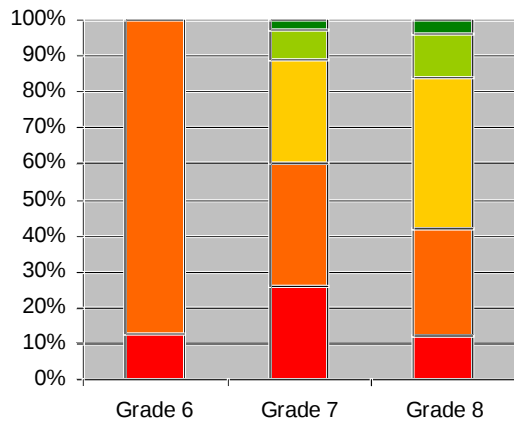
Mathematics - Overall Socioeconomically Disadvantaged Percent at Each Performance Level



Source: Edusoft

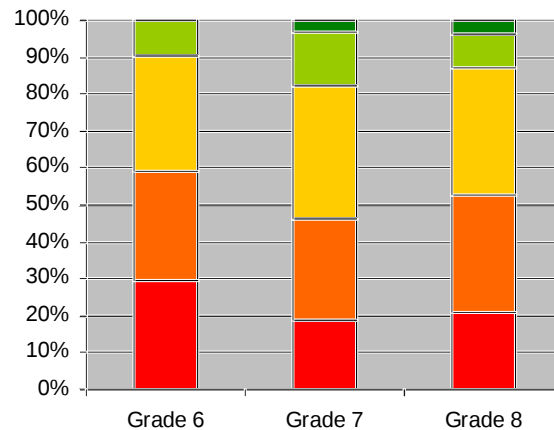
This graph shows CST Math data from just our socioeconomically disadvantaged students. Again, we see that there has been little change in our test scores over the past 5 years, and we must put greater emphasis on raising our math scores as a school

2007 Graduating Class - English Language Arts



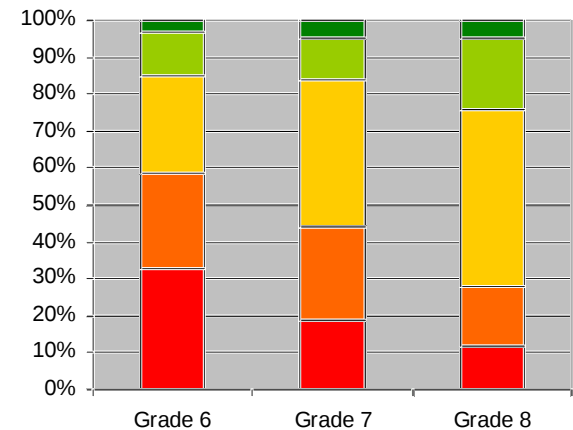
Source: Edusoft

2008 Graduating Class - English Language Arts



Source: Edusoft

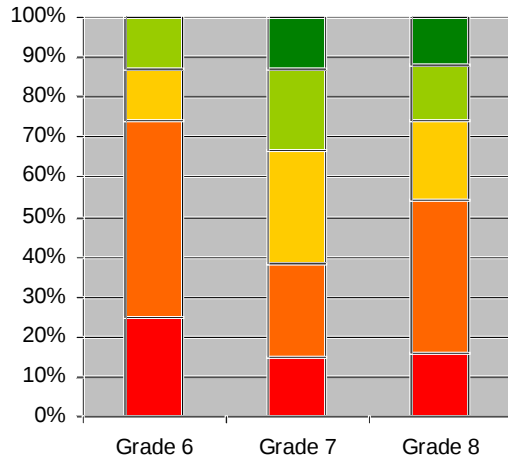
2009 Graduating Class - English Language Arts



Source: Edusoft

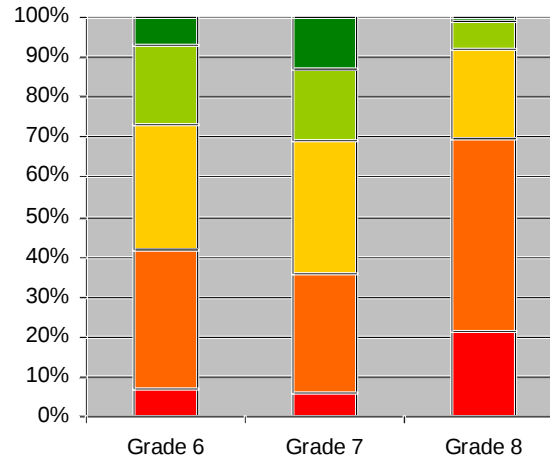
This series of graphs shows how the same group of students performed in ELA in Grades 6, 7, and 8. Looking at the graph for the graduating class of 2007, there is a dramatic improvement of scores. In 6th grade, all students performed either at Below Basic or Far Below Basic. By the time they finished 8th grade, almost 20% were performing at Proficient or Advanced. Looking at the graph for the graduating class of 2008, students in general performed better when they left Alliance than they did when they first arrived at Alliance. The graph for the graduating class of 2009 shows the same kind of trends. Students performed in a higher performance band in 8th grade than they did in 7th, and they performed higher in 7th grade than they did in 6th. Overall, we can see that students are learning during their time at Alliance Academy, and they are exiting Alliance better prepared for high school.

2007 Graduating Class - Mathematics



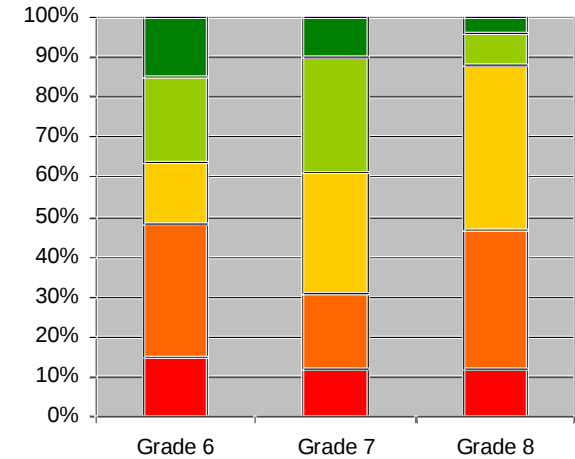
Source: Edusoft

2008 Graduating Class - Mathematics



Source: Edusoft

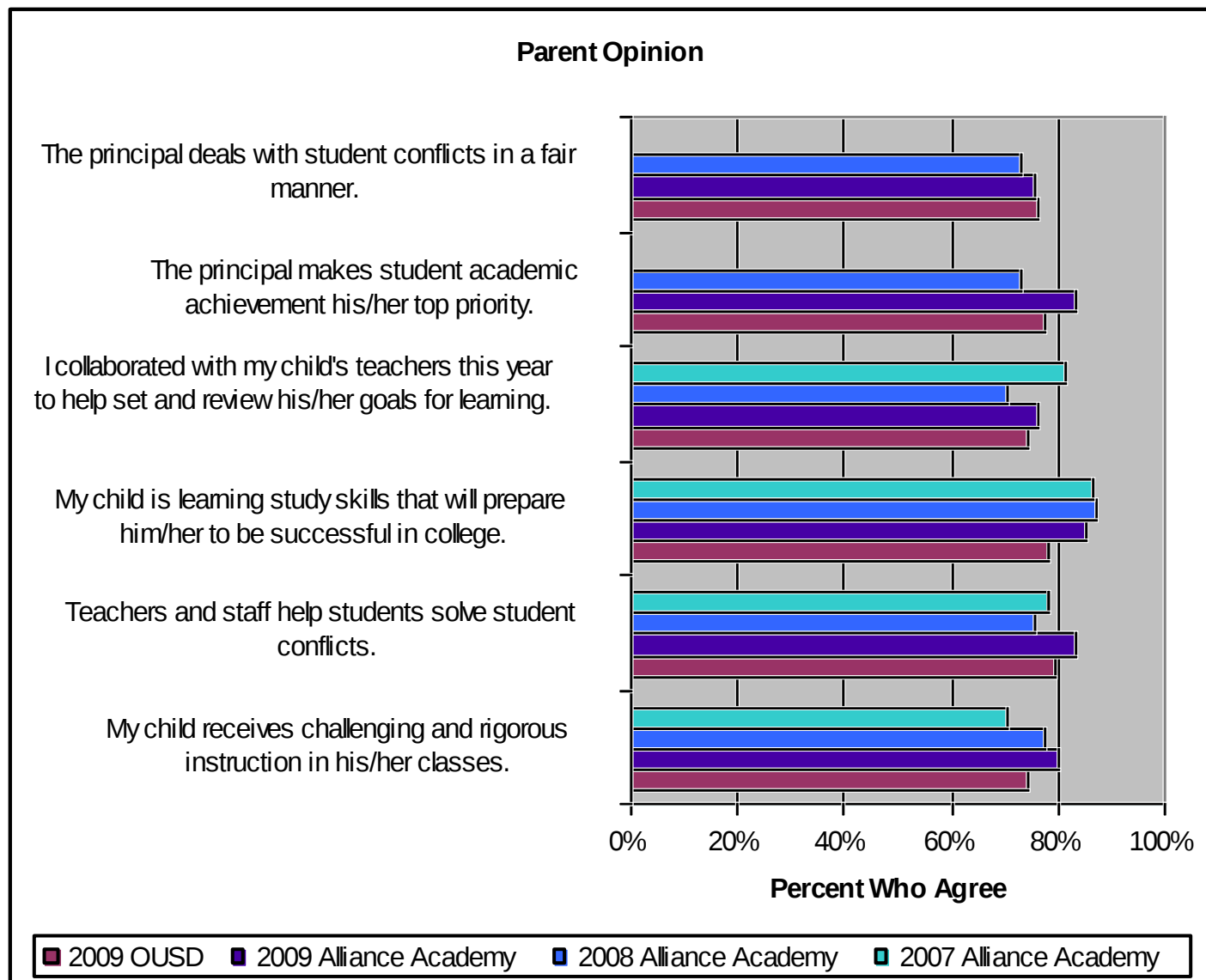
2009 Graduating Class - Mathematics



Source: Edusoft

This series of graphs shows how the same group of students performed in Math in Grades 6, 7, and 8. The graduating class of 2007 and graduating class of 2009 both showed growth from 6th grade to 7th grade, as many students moved out of the Below Basic category into the Basic category. In general student scores decreased as they moved from 7th grade to 8th grade, however if you look at 8th grade scores in 2008 compared to 8th grade scores in 2009, there is a huge amount of growth as students moved out of the Below Basic category into Basic. This data further confirms that we need to focus on improving our 8th grade math instruction.

II. Parent Opinion - Use Your Voice surveys

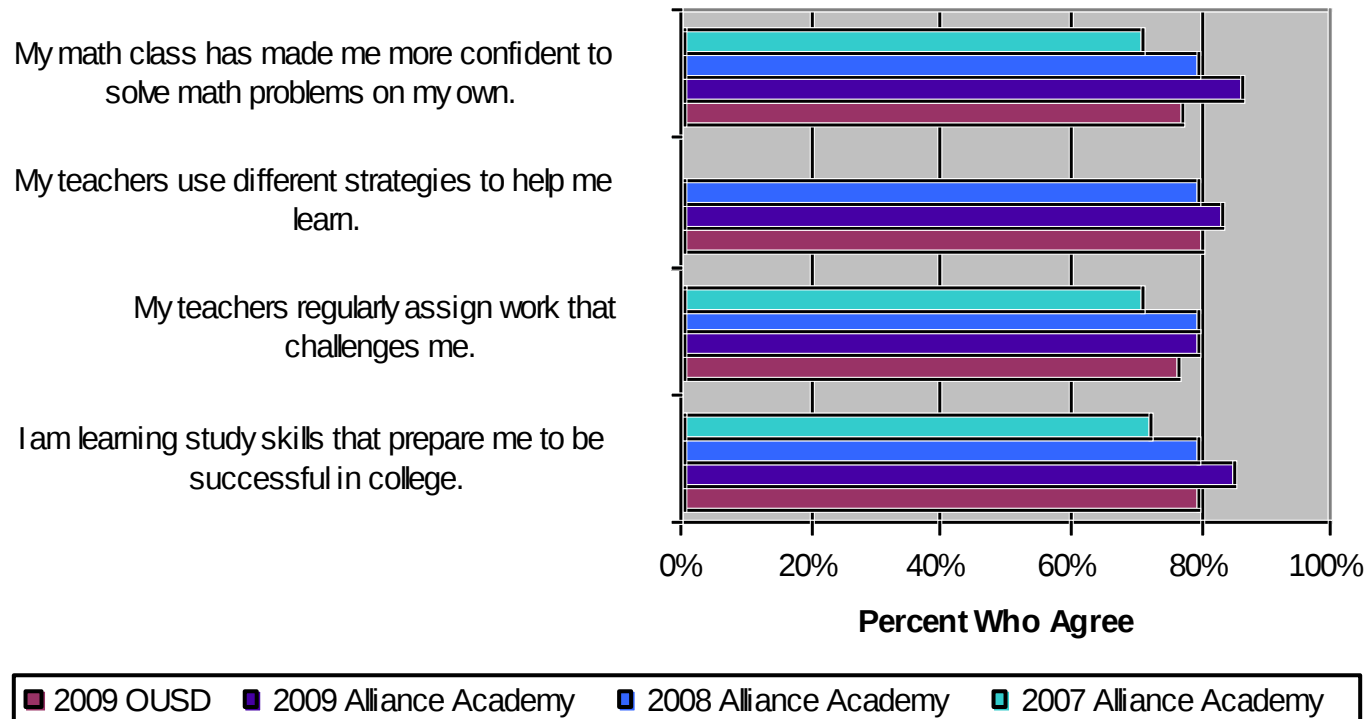


Source: Use Your Voice Survey, 2007-2009

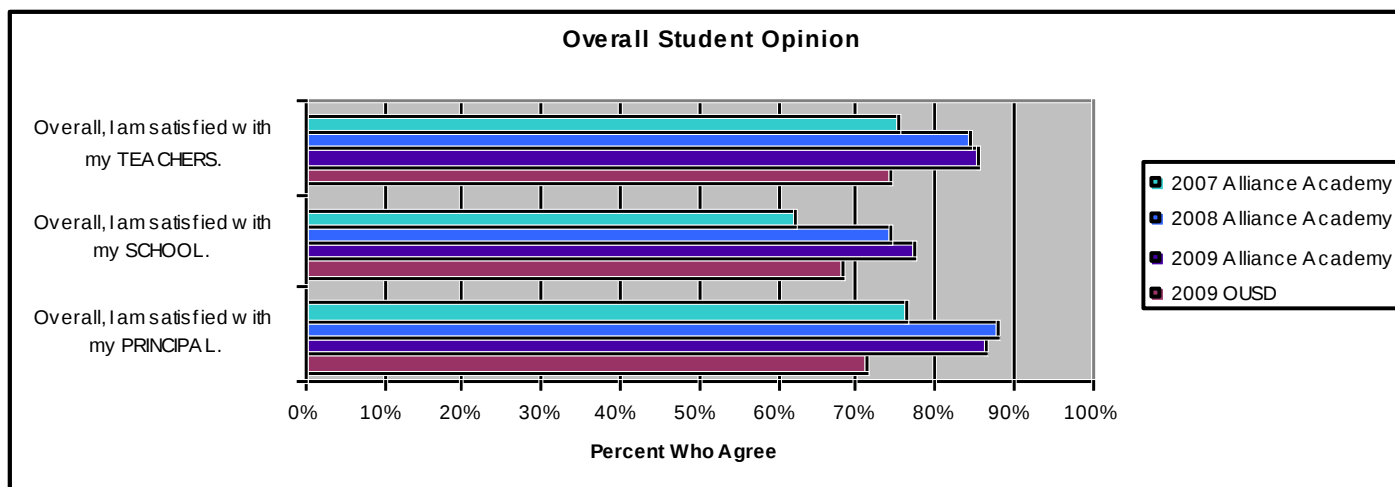
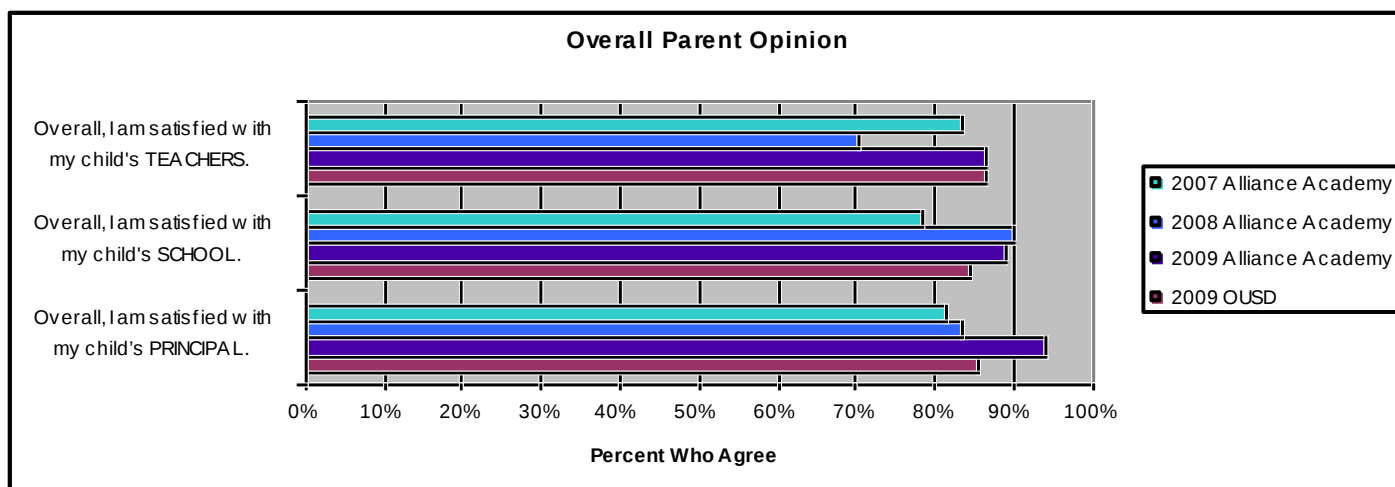
OUSD SIG Application June 16, 2010

page 99

Student Opinion



Source: Use Your Voice Survey, 2007-2009



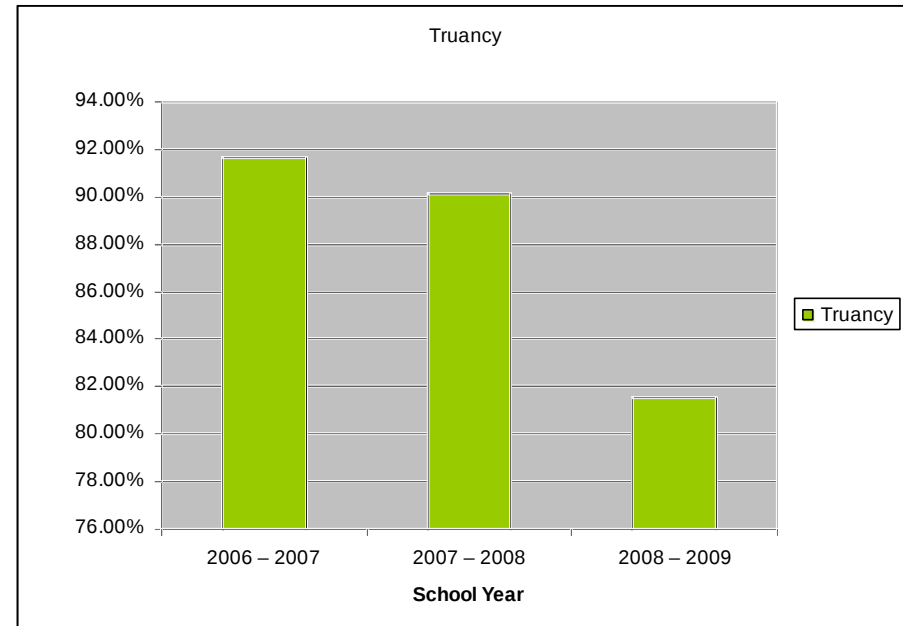
Source: Use Your Voice Survey, 2007-2009

Results from the Use Your Voice survey show that parents and students are happy at Alliance Academy. In almost all areas, Alliance data surpasses the data for all middle schools in OUSD. Students and parents are confident that their teachers are holding their students to high expectations and providing high levels of academic rigor. Both students and parents feel that their teachers are working hard with their students and families to create learning goals and plans that suit their own needs. Both students and parents are satisfied with the way our principal balances discipline and academics. Overall, the survey results show that the current team at Alliance Academy is working. Students are learning and feel challenged in their academic courses. Students feel supported by their teachers and principal. Parents feel that they are a part of the process and have opportunities to be a part of their children's education. To maintain this level of satisfaction, we feel that we need to continue working with this current staff and administration to implement additional programs next year.

III. Attendance and Truancy

Average Daily Student Attendance	
Year	Percent
2007 (Alliance Academy)	96%
2008 (Alliance Academy)	96%
2009 (Alliance Academy)	95%
2009 (OUSD)	94%

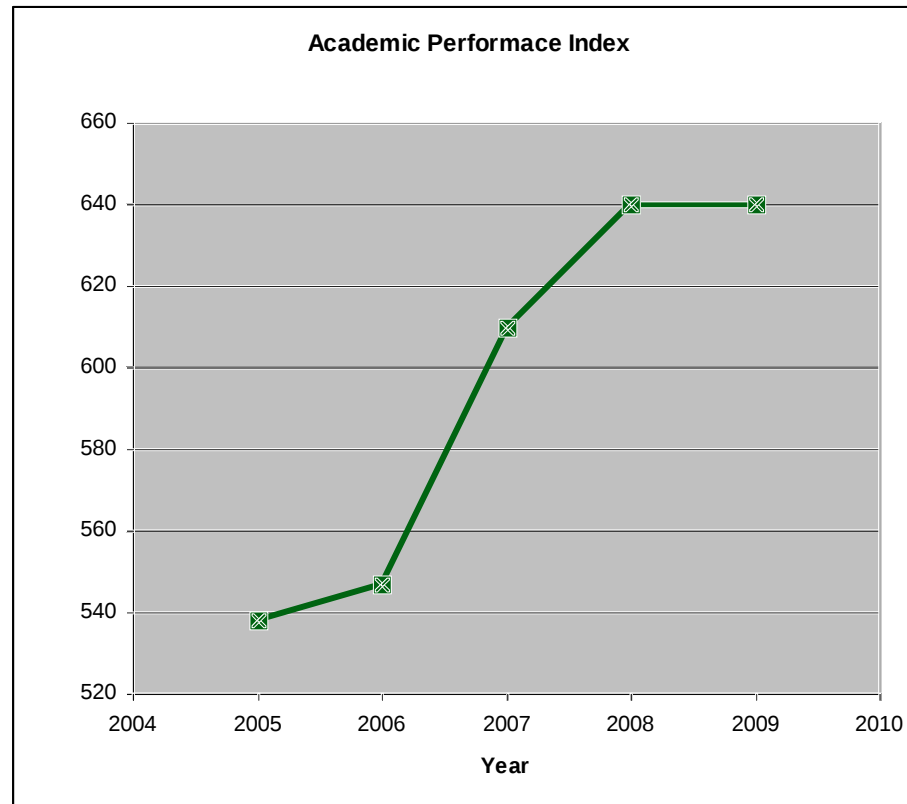
Source: OUSD Truancy Rate Report, Alliance Academy



Source: California Department of Education, DataQuest

Our average daily student attendance shows that students like school and find their educational experiences at Alliance to be meaningful. Our truancy rates have been decreasing over the past 3 years that Alliance Academy has been open.

IV. API scores



Our API scores from 2005 to 2009 have increased by 102 points. The greatest growth occurred between 2006 and 2007, which was the second year that Alliance Academy existed as its own school. Clearly, the structures put in place by our current administration have proven successful. We predict that our school will continue to show improving API scores as we continue to improve our programs.



June 1, 2010

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

Re: Support of Oakland Unified School District's School Improvement Grant Application on behalf of Elmhurst Community Prep and United for Success Academy

To Whom It May Concern:

I write to express my deep support for Oakland Unified School District's application on behalf of Elmhurst Community Preparatory (ECP) and United for Success Academy (UFSA) for School Improvement Grant funding from the California Department of Education.

New Leaders for New Schools Bay Area has partnered with OUSD since 2003, having selected, trained, and supported 22 principals for the district. While OUSD is the most improved large urban district in the state over the last five years, OUSD K-8 schools led by New Leaders principals have rates of improvements on the California Standards Test that are double other OUSD K-8 schools over the same time period. We are confident that our principals will bring this record of success to help drive student achievement gains at ECP and UFSA.

Research shows that nearly 60% of a school's total impact on student achievement is attributable to principal and teacher effectiveness, with almost half of that impact stemming from the principal alone. Moreover, principals have a significant impact on teacher effectiveness and teacher retention. They drive sustainable school improvement, and virtually no cases of school turnaround have been documented without effective leadership.

New Leaders' leverages principal influence to transform school cultures and create the dramatic change necessary to improve urban school performance. Our rigorous training and residency program coupled with our one-on-one coaching leverages provides principals with the necessary tools to support school transformation. In addition to New Leaders providing strong leadership to ECP and UFSA, both schools have administrators, teachers, and supportive family members who are dedicated to the transformation model with the shared goal of improving student outcomes.

New Leaders for New Schools Bay Area looks forward to the opportunity to continue to work with ECP and UFSA in their efforts to improve outcomes for OUSD students. We ask for your

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GRADUATE SCHOOL OF EDUCATION

BERKELEY, CALIFORNIA 94720-1670
(510) 643-7458, FAX (510) 642-4803

May 27, 2010

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW., Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom It May Concern:

We would like to convey our support of the OUSD SIG application. We join the district in its commitment to the development of its leaders in service of increased student achievement. Oakland Unified stands apart from many other urban districts due to the significant student learning gains achieved in the last few years. These gains can be attributed, in part, to the willingness of the district to be innovative, take a learning stance and build the capacity of its educators to meet the needs of students. The School Improvement Grant will allow Oakland Unified to continue this forward moving work.

The Leadership Connection for Justice in Education (LCJE, or Leadership Connection) is the umbrella for K-12 leadership at U.C. Berkeley. It encompasses (1) the Principal Leadership Institute (PLI), a 14-month program to prepare leaders for urban schools, which started in 2000 and has now placed almost 400 individuals; (2) the Leadership Support Program (LSP), a three-year induction program for PLI graduates; (3) coaching for new administrators through the Coaching Initiative; (4) the Leadership Studio to help district administrators develop coherent leadership policies; and (5) Professional Development support via Equity Centered Professional Learning Communities (ECPLC). LCJE has worked in partnership with Oakland Unified since 2001 providing credentialed administrators as well as administrator coaching and professional development.

One of the challenges to professional growth often identified by educators is the lack of professional development that is easily translatable to site based contextualized needs. The Collaborative Inquiry work focused on school improvement will allow Oakland leaders to increase sustained attention to school change, use site based evidence in guiding leadership action and engage in learning aligned with their differentiated needs.

We have absolute confidence in OUSD's ability to implement and support transformative change and we look forward to deepening and expanding our work with Oakland principals towards this end. If you have any questions please feel free to contact me.

Sincerely,

Daphannie Stephens
Director, Leadership Connection for Justice in Education

1720 Broadway
4th Floor
Oakland, CA 94612

www.bayces.org

510.208.0160
Fax 510.208.1979

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COACHING FOR EDUCATIONAL EQUITY AND EXCELLENCE

May 26, 2010

School Improvement Grant Program

U.S. Department of Education

Office of Elementary and Secondary Education

Student Achievement and School Accountability Programs

400 Maryland Ave. S.W., Room 3C116

Washington, DC 20202-6132

Re: Support of the School Improvement Grant Application of Elmhurst Community Prep

To Whom It May Concern:

I am writing to express my deep support for the SIG application of Elmhurst Community Prep (ECP) Middle School in Oakland. As a school support provider who has worked with ECP and more than a dozen other Oakland schools over the past ten years, I have seen many schools serving high-poverty student populations struggle with raising student achievement as measured by California Standards Tests, even as they improve in other areas of student learning and experience. I believe that in the very short time since it opened, ECP has made great strides in providing a rich educational experience for students, especially compared to the large school it partially replaced. I believe that ECP has very strong leadership, among both the principal and teacher leaders, and a culture of excellence that positions it to make great gains with the extra support this grant will provide.

I have specialized in equity-centered inquiry practice with teachers and teams in urban schools for the past 12 years. I taught high school English and first grade, and was the director of the Summerbridge Program in San Francisco, an academic enrichment program for middle school students. I am now currently finishing my Ph.D. in Education at UC Berkeley, focusing on the dynamics of collaborative teacher inquiry and its relationship to urban school change. In my current professional work as Impact 2012 Project Director, I have come to know ECP's staff and school practices well and I am very confident that they will succeed in their planned SIG efforts. They have a high capacity to implement instructional improvement programs and a deep commitment to the success of each student.

I look forward to supporting ECP's efforts as a local partner who is deeply invested in improving outcomes for Oakland students. Please do not hesitate to contact me with any questions.

Sincerely,
Tom Malarkey

Impact 2012 Inquiry Initiative Project Director



June 16, 2010

School Improvement Grant Program
U.S. Department of Education
Office of Elementary and Secondary Education
Student Achievement and School Accountability Programs
400 Maryland Ave. SW, Room 3C116
Washington, DC 20202-6132

Re: Support of the OUSD School Improvement Grant Application

To Whom it May Concern:

I am pleased to endorse the School Improvement Grant application of the Oakland Unified School District, covering Elmhurst Community Prep, United for Success Academy, and Explore College Prep.

The Oakland Schools Foundation provides operational support of various kinds to more than 40 schools in Oakland that serve a primarily low-income population. We have helped most of these schools refine their strategic plans, manage their programs by focusing on data-driven improvement, raise and manage money from individual and institutional donors, and enhance their communications with families, communities and donors.

We are encouraged by the thought and planning that the OUSD and its schools have put into the School Improvement Grant application, and are confident of their success. Please feel free to contact us at 415-420-5640 with any questions.

Sincerely,

Dan Quigley, Executive Director

